DOCUMENT RESUME

ED 084 187 SO 006 473

TITLE	The Henrietta Szold Institute. National Institute for Research in the Behavioral Sciences. Report on Activities 1967-1969.
INSTITUTION	Henrietta Szold Inst., Jerusalem (Israel).; National Inst. for Research in the Behavioral Sciences, Jerusalem (Israel).; Ruth Bressler Center for Research in Education, Jerusalem (Israel).
PUB DATE	Jul 70
NOTE	169p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Behavioral Science Research; *Behavioral Sciences; *Comparative Education; Culturally Disadvantaged; Economic Factors; *Educational Research; Institutional Role; Nonformal Education; *Publications; Reports; Research Projects; Research Proposals; School Community Relationship; Social Welfare; Vocational Education
IDENTIFIERS	Henrietta Szold Institute; *Israel

ABSTRACT

This report summarizes the projects, recent studies, and studies in the planning stages for 1967-69 at the Henrietta Szold Institute. The Institute has been involved in coordinating research in the field of human behavior with special emphasis on children, advising the Israeli government, and stimulating activities in community development. Discussion of current projects and recently completed studies is organized by field. Reports of studies completed in the field of education occupy the major portion of the report. These are concerned with culturally disadvantaged children (ten reports), with evaluative and experimental studies (23 reports), and with informal education (two reports). Five studies in the field of labor and economy are reported; thirteen in the field of welfare and community work. Three projects in the planning stages are described. The report concludes with a listing of additional projects in the planning stages and of the publications of Szold Institute. A related document is SO 006 474. (KSM)

FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 084187

SO 006 473

THEN
SHALT THOU ENQUIRE,
AND MAKE SEARCH,
AND ASK DILIGENTLY;

DEUTERONOMY 13:15

THE HENRIETTA SZOLD INSTITUTE
THE NATIONAL INSTITUTE FOR RESEARCH IN THE BEHAVIORAL SCIENCES

SO

THE RUTH BRESSLER CENTER FOR RESEARCH IN EDUCATION
JERUSALEM

ED 004187

THE HENRIETTA SZOLD INSTITUTE

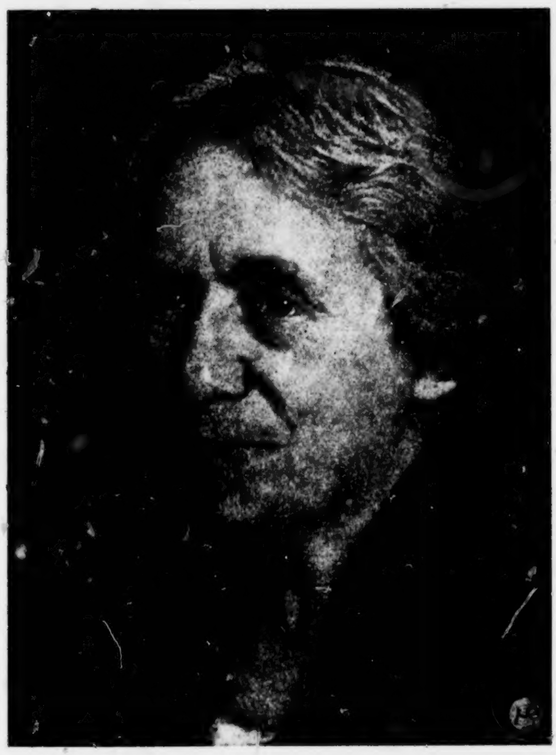
NATIONAL INSTITUTE FOR RESEARCH IN THE BEHAVIORAL SCIENCES

REPORT ON ACTIVITIES

1967-1969

JULY 1970

THE RUTH BRESSLER CENTER FOR RESEARCH IN EDUCATION
KIRYAT MENACHEM, JERUSALEM



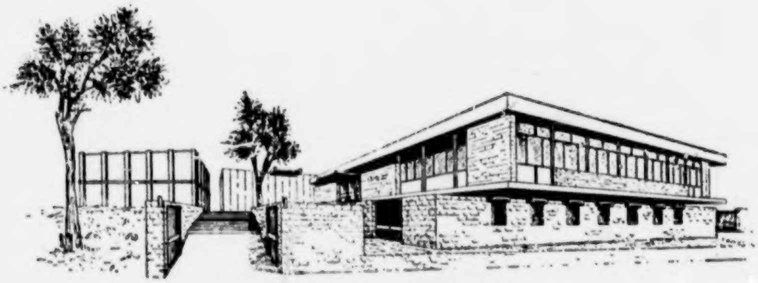
HENRIETTA SZOLD
1860–1945

THIS REPORT IS DEDICATED TO THE MEMORY OF

HENRIETTA SZOLD

ON THE 25TH ANNIVERSARY OF HER DEATH

We pay tribute to this remarkable woman of courage, devotion and dignity. Three decades ago, she had the foresight to understand the need for developing scientific research to confront social problems, especially those concerning children and youth. She planted the initial seed which grew into Israel's National Institute for Research in the Behavioral Sciences and which proudly bears her name.



The Ruth Bressler Center

CONTENTS

PAST AND PRESENT DIRECTORS OF THE INSTITUTE 7
BOARD OF DIRECTORS 7
STAFF OF THE INSTITUTE
THE HENRIETTA SZOLD INSTITUTE 11
  Major Activities 13
  The Staff 14

CURRENT PROJECTS AND RECENTLY COMPLETED STUDIES

I. FIELD OF EDUCATION

A. Studies Concerned with Culturally Disadvantaged Children 15
(1) Youth Aliya (Immigration): Evaluation of the Educational Process in the Mechinot (Preparatory Classes for Disadvantaged Children) 16
(2) The Development, Use and Evaluation of Self-Instructional Programs in Israel 17
(3) Improving Selection Procedures of Candidates to Secondary Boarding Schools for Gifted Culturally Disadvantaged Youth 20
(4) An Experimental Investigation of the Effects of Various Grouping Methods on the Cognitive and Psycho-Social Development of Elementary School Pupils 22
(5) The Extended School Day (The Effects on School Achievement, Personality and Social Relations of Added Hours of Instruction) 26
(6) Growth and Development of Children from Various Social Strata and Ethnic Groups 27
(7) The Relative Importance of Different Frameworks (Family and School) in Promoting Cognitive Abilities in Young Children from Low Socio-Cultural Strata 28
(8) Identification and Intellectual Advancement of Culturally Disadvantaged Youth in Post-Elementary Education 29
(9) Teaching Reading in Kindergarten (Age Five) as an Additional Medium in Promoting Culturally Disadvantaged Children 31
(10) Non-conventional Vocational Programs for Low-achieving Post-elementary School Students (A Pilot Study) 32
B. Evaluative and Experimental Studies 35
(11) Motives of Post-High School Applicants to the External Matriculation Examinations 35
(12) Occupational Consistency of Youth: Follow-up of Graduates of Two-year Vocational Schools 36
(13) The Intellectual Development of Kibbutz-born Children of "Oriental" (Middle-Eastern and North-African) origin 38
(14) Sex Offenses Against Minors 39
(15) Degree of Conformity to Religious Standards in Adolescent Girls 41
(16) An Enrollment Projection of Elementary School Pupils in Israel for the Years 1968–1973 43
(17) A Battery of Tests on General Educational Development for Post-Elementary Schools 44
(18) Some Aspects of "Non-Conventional Methods" of Education in Israel 45
(19) Census of Teachers in High Schools 46
(20) The Application of Multiple Regression and Smallest Space Analysis in Assessing the Use of the Israeli Matriculation Examinations for Counselling, Guidance and Selection of Candidates for Tertiary Education 48
(21) Value Systems of Israeli Education 50
(22) Follow-up Study of Female Graduates of Israeli Vocational Schools 50
(23) Irregular Attendance in Elementary Schools 50
(24) The Influence of Regular Intervals of Organized Physical Exercise on Academic Performance 52
(25) Follow-up of Male Graduates of Three and Four-year Vocational High-Schools 53
(26) A Survey of the Frequency and Usage of Audio-Visual Aids in Secondary Schools 53
(27) Similarities and Differences Between Classes for Emotionally Disturbed Children (Treatment Classes) and Remedial Classes 54

(28) Computer-Prepared School Schedules 56
(29) Development of Experimental Models of Examinations in History for High Schools 57
(30) Results of Final Examination in Vocational and Technical Schools 58
(31) Introduction of Technological Innovations in Education 59
(32) Teaching Linguistic Skills to Retarded Children (Educables) Through the Use of Selected Principles of Operant Learning 60
(33) Therapeutic Action in Special Education and Psychotherapy in a Child Guidance Clinic in the Light of a Unifying Explanatory Principle 61

C. *Studies of Informal Education*

(34) Educational Concomitants of Adolescent Participation in Israeli Youth Organizations 63
(35) Leadership in Youth Corps (Gadna) 64

II. FIELD OF LABOR AND ECONOMY

(36) Differential Pursuits of Adolescents in Development Towns 66
(37) Vocational Training and Industrial Needs: Report on a Pilot Study in Metal Work Industry 68
(38) Vocational Schools: Relation of Curricula to Needs in the Fields of the Electrical and Electronic Industries 69
(39) Vocational Guidance Counselling in the Israel Employment Service 71
(40) The Influence of Bureaucratic Institutions and Environmental Conditions on the Development of Entrepreneurship in Israel 72

III. FIELD OF WELFARE AND COMMUNTY WORK

(41) A Survey of Applied Research Topics in Sport 75
(42) Community Development Pattern in Netivot and Beit Shemesh (Development Towns) 76
(43) Child Delinquency: Delinquent Behavior of Children Below the Age of Criminal Responsibility (Age Nine) 77
(44) Youth Program Study 80
(45) Volunteers for Israel (In the Wake of the Six-Day War): Their Motives and Work Careers 81
(46) Concentration and Segregation of Geostatistical Distributions: New Methods and Exemplary Illustrations 82
(47) Neighbourhood Relations in an Immigrant Quarter (A Social-Anthropological Study) 84
(48) Social Mixing at a Community Center Between Adults of Eastern (A-A) and Western (O) Origins 87
(49) Social Mixing at a Community Center Between Children of Parents of Eastern and Western Origins 88
(50) Voluntary Work within Families of Low Socio-Economic Status: Prejudice, Change and Behavior 90
(51) Community Action Programs for the Control and Prevention of Delinquency 91
(52) A Study of Violent Behavior Among Clients of Welfare Offices, Public Medical Clinics and National Employment Services in Israel 93
(53) International Study Group for Early Child Care 94

PROJECTS IN THE PLANNING OR INITIAL STAGES

(1) Vandalism in Elementary Schools 98
(2) Tutorial Counselling 99
(3) Identification of Children with Potential Educational and Personality Problems 99
ADDITIONAL PROJECTS IN THE INITIAL OR PLANNING STAGES 100
PUBLICATIONS OF THE SZOLD INSTITUTE 102
CHILD AND YOUTH WELFARE SERIES (Lema'an Hayeled Vehanoar Series) 104
"METHODS AND TRENDS" SERIES 105
A MONTHLY SURVEY OF WORLD EDUCATIONAL LITERATURE 105
BOOKS AND MONOGRAPHS (In Hebrew) 106
(In English) 107
YOUTH PUBLICATIONS 108
B'AD V'NEGED (PRO AND CON) 111
MEGAMOT Volume Index 115
MEGAMOT ALPHABETICAL INDEX 140
LIST OF PUBLICATIONS — RESEARCH REPORTS 161

PAST DIRECTORS OF THE INSTITUTE

Dr. A. Ephrat	1941–1946
Dr. M. Itzkowitz	1946–1948
Prof. C. Frankenstein	1948–1953
Prof. M. Smilansky	1953–1964

DIRECTOR OF THE INSTITUTE

Dr. Chanan Rapaport

BOARD OF DIRECTORS

Julia Dushkin, Hadassah Council in Israel, **Honorary Chairman**
Esther Reifenberg, Hadassah Council in Israel, **Chairman**
Nahama Makover Barzilay, Ministry of Health
Shevach Eden, Ministry of Education and Culture
Miriam Granott, Member-at-Large
Rachel Kagan, Honorary Chairman of WIZO
Leah D. Landau, Hadassah Council in Israel
Dr. May Merom, The Pioneer Women's Organization
Dr. David Shaari, Youth Immigration Department of the Jewish Agency
Zipora Shneidman, Ministry of Education and Culture
Chana Silberthal, Ministry of Social Welfare
Bertha S. Schoolman, Hadassah National Board in New York,
    Chairman for the Szold Institute (until 1969)
Mamie G. Gamoran, Hadassah National Board in New York,
    Chairman for the Szold Institute (since 1970)

STAFF OF THE INSTITUTE

Director: Dr. Chanan Rapaport

Senior Researchers

Dr. Menachem Amir
Dr. Isaiah Guttman
Dr. Joseph Hodara
Tamar Horowitz
Dr. Joseph Levin
Dr. Raphael Levy
Dr. Abraham Michael
Dr. Rosalind Molinoff
Dr. Sara Smilansky
Don Well

Dr. Arieh Levy (Visiting Senior Researcher)
Witold Jedlicki, Assistant to the Director (Scientific Matters)

Research Staff

Muriel Ansbacher
Rivka Arad
Shlomo Arad
Ruth Ashni
Tirtza Boaz
Donna Chai
Meir Cialic
Naomi Doron
Rina Doron
Nachama Dror
Meira Dvori
Daniel Ettinghausen
Ditza Ezer
Moshe Forti
Eva Frankel
Ruth Gal
Barbara Genser
Amos Goor
Channah Horowitz
Charles Kamen
Shoshana Kaniel
Pnina King
Perry Krupnick
Pnina Lamdan
Yona Lazar
Alexander Leder
Bilha Levine
Rivka Livneh
Beatrice Mann
David Max
Dan Miller
Chasida Nesher

David Nevo (Schiffenbauer)
Esther Nitzan
Sam Rackover
Tamar Rapaport
Rachel Shako
Leah Shephatiah
Chaviva Shlev
Dina Shtachel
Dalia Sommer
Miriam Tachover
Joseph Yam
Rivka Yavin
Yoel Yinon

Publications Staff

Dr. Michael Chen, **Megamot,** Editor-in-Chief
Yigal Eylam, **Pro and Con,** Editor
Nachman Ingber, **Youth Publications,** Editor
Miriam Glikson, **Survey of World Educational Literature,** Editor
Dalia Lachman, **Megamot,** Editor
Joseph Rapaport*, **Pro and Con,** Editor
Ch[illegible] Rapaport, **Pro and Con,** Associate Editor
Chana Weiner, **Youth Publications,** Editor

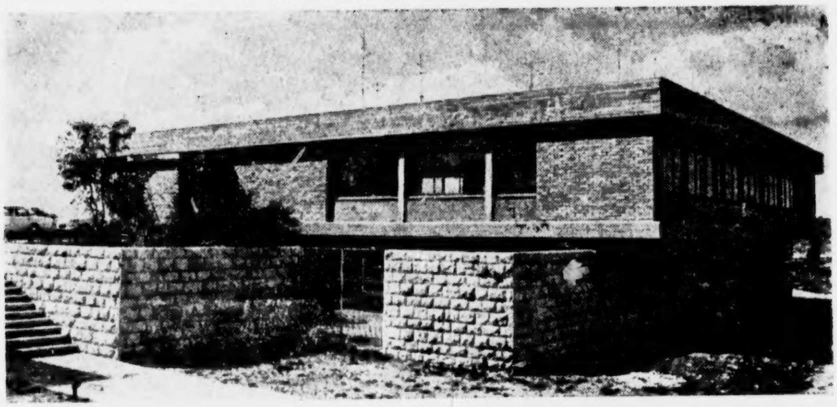
Administrative Staff

Administrator: Yochanan Levine, M. Jur.

Ofra Amitai (Yair)
Aliza Bachar
Aziza Cohen
Tzyona Dov
Shoshanna Nakash
Ayala Seri
Amalia Seri
Tova Tal
Esther Nahari
Shmuel Shamai
Ruth Silverman (Herschler)
Gila Zilber

---

* deceased.



THE HENRIETTA SZOLD INSTITUTE

The Henrietta Szold Institute was founded in the year 1941 when Miss Szold founded the Child and Youth Welfare Organization to coordinate the activities of public and voluntary child and youth welfare services. The organization was affiliated with the Social Welfare Department of the **Vaad Leumi**, the General Council of the Jewish Community in Palestine.

Under the guidance of Henrietta Szold, a whole new range of activities concerning the treatment of children was stimulated; progressive legislation was enacted; and organized research was begun into the whole complex of problems relating to the various aspects of child and youth welfare.

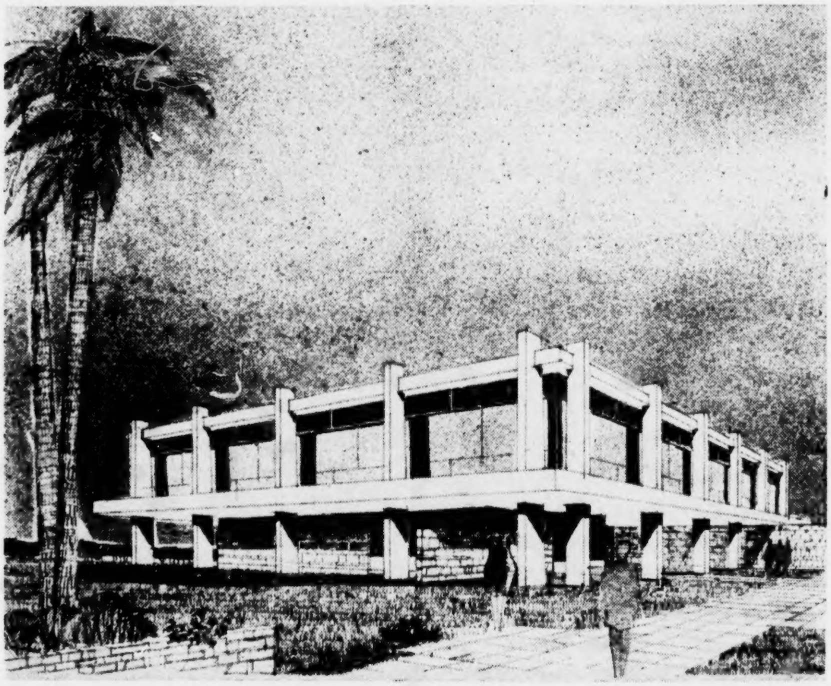
The monumental task which she undertook reflected the ruling passion in Henrietta Szold's life—the concern for the welfare of the young people who would one day become the leaders of the reborn Jewish State.

It was most fitting, therefore, that upon her death in 1945, the organization which she created should be named in honor of her memory and it became the Henrietta Szold Foundation for Child and Youth Welfare.

Three years later, upon the establishment of the State of Israel, the Foundation became autonomous, to be governed by a Board of Directors consisting of representatives of the Government Ministries of Education and Culture, Health, and Social Welfare; The Women's Zionist Organization of America (Hadassah); the Youth Immigration Department (Aliyat Hanoar) of the Jewish Agency; and various public organizations.

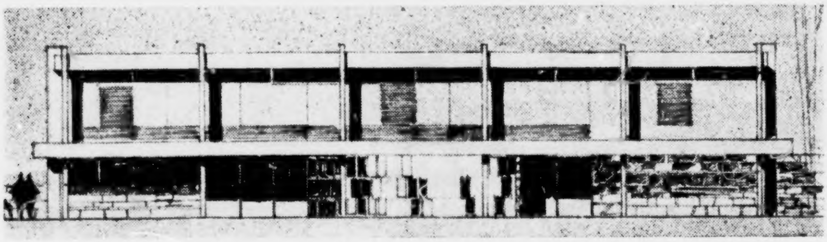
In 1960, which marked the centennial of the birth of Henrietta Szold, the Henrietta Szold Institute was recognized as the National Institute for Research in the Behavorial Sciences. The Government of Israel, together with Hadassah and the Jewish Agency, established annual contributions amounting to one-third of the Institute's operational budget. The balance of its funds comes from fees for research contracts and grants, which include not only Israeli assignments, but, among many others, work for the United States Department of Health, Education and Welfare; The Ford Foundation, and UNICEF of UNESCO.

The Institute is presently housed in the Ruth Bressler Center for Research in Education in the Kiryat Menachem section of Jerusalem. Two additional buildings are in the planning stage. One will accommodate the expanding search staff, which has outgrown the present accommodation and is presently diffused in various locations.



Proposed building for additional staff

The second building to be constructed will house the Israel Center for Information on Research in the Behavioral Sciences. The Institute has proposed the establishment of this center to serve as the repository for all the research reports, tools and data assembled by all researchers in the country.



Center for Information in Research

Major Activities

Covering the increasingly varied and demanding activities of research in the behavioral sciences, the Institute's work includes the following areas:

1. Planning, coordinating and executing research projects, surveys, studies and experiments in the field of human behavior with special emphasis on children and youth.
2. Serving as advisor and counselor to the Government. This includes the creation of "thinking teams" to evaluate and report on the state of Israeli society to the Knesset (Parliament), government ministries, other policy-making bodies and the Israeli public.
3. Stimulating new activities in the fields of community development, mental health, social welfare and education.
4. Publishing **Megamot,** Israel's leading journal of Behavioral Sciences, which was established in 1949 and is issued quarterly.
5. Publishing **Pro and Con (B'ad V'Neged),** a bi-monthly magazine covering a wide range of topics to be used for educational programs and group discussions, and several series of pamphlets containing information and instructional material concerning all problems connected with education, health and social welfare.

The Staff

The Institute has a permanent staff of some thirty researchers who have either Masters or Doctorate degrees. In addition, depending upon the specific demands of a research project, specialists in various disciplines are recruited from Israel and abroad.

To achieve its goal of service to society, the Institute uses an interdisciplinary approach that coordinates the knowledge and experience of researchers in all fields of the behavioral sciences. During the period of this report, the fields represented on the staff are:

Educational Psychology
Clinical Psychology
Social Psychology
Developmental Psychology
Psychometrics
Economics
Demography
Criminology
Sociology
Anthropology
Educational Administration

As Israel serves as a natural laboratory for many social experiments that have far-reaching implications for many nations, the Institute's confrontation of the country's most difficult social problems have helped all mankind.

This report covers the activities of the Szold Institute from January 1967 through December 1969.

CURRENT PROJECTS AND RECENTLY COMPLETED STUDIES

I. FIELD OF EDUCATION

In Israel, as in other modern countries, social and technological changes are occuring more rapidly than ever before in man's history. In order to keep pace with these changes, a society must develop a school system geared to effectively educate its children to meet the challenges of the future.

As the school is an instrument for social mobility, many educators are questioning the goals of education and emphasizing the need to re-examine existing educational systems where many students do not successfully complete their studies. Of those who do complete their secondary school education, many are not adequately prepared to confront contemporary society.

This problem has gained increasing priority in the Szold Institute's research in the field of education.

A. Studies Concerned with Culturally Disadvantaged Children

It is now apparent that the largest portion of those students who fail to achieve in school are from the lower social and economic classes. A substantial percentage of students who have average and above-average intellectual ability fail subjects in school, repeat grades and, eventually, leave school without completing their education.

Because only the first nine grades of school are compulsory in Israel, many leave school as soon as this period is finished. Most of these youngsters are first-generation Israelis born into families which came to the country from North Africa and other underdeveloped areas during the years of mass immigration following the rebirth of the State of Israel in 1948.

Deprived during their formative years of the intellectual stimulation at home which is necessary for successful achievement in school, these children find themselves in situation where the gap in intellectual development which exists between them and children of middle class families of Western origin increases as they progress to higher grades.

These culturally disadvantaged children begin school with a handicap that becomes progressively more severe. They fail to acquire the basic skills of reading and arithmetic and are generally unable to develop the abstract thinking ability required to cope with the subject matter encountered in the later years of primary school.

For nearly two decades, the Szold Institute has devoted a major portion of its research to investigate the pattern of failure and to develop more effective ways to educate these children.

1. Youth Aliya (Immigration): Evaluation of the Educational Process in the Mechinot (Preparatory Classes for Disadvantaged Children)

The Department of Youth Aliya (Immigration) of the Jewish Agency requested the evaluation of their special project of **Mechinot.**

Mechinot classes are for children of 13-14 years of age who, at the time of acceptance, had attained only the basic reading, writing and arithmetic skills of first to third graders.

The children tested were not found to be mentally retarded and, therefore, a special experimental compensatory program was established by Youth Aliya. When accepted, most of these youngsters were either on the brink of delinquency or had been in trouble with the police.

A combination work-study program in a residential atmosphere (including a kibbutz) was utilized. After two groups of youngsters reached the age of 18—when they enter military service—a follow-up evaluation was conducted.

The aims of the study were to ascertain the academic, social and economic fate of both those who drop-out of the program and those who remain, and to determine their attitudes and values.

The findings show that, prior to their absorption into the program, the average level of intelligence was very much below the norm; whereas at the time of the repeat test which was administered during the research, the intelligence level was found to have advanced and reached the normal average range, though still below the median. Three-and-a-half years later, 80% of those who remained in the program were found to have reached the achievement level of the eighth or ninth grade.

Two-thirds of the youngsters revealed a positive attitude regarding employment. A significant connection was found between staying or leaving the program and permanency in work; study of a vocation and attitude towards work. It was also found that the educational framework succeeded in forming a youth group from a number of individuals. It must be noted, however, that a few did continue in the direction of previously predicted delinquency.

The majority revealed a positive attitude towards society and half were active within its framework, but an absence of contact with both adult and young kibbutz members and loneliness were found.

The youths orient themselves to achievement and not to the former ascription; to more productive vocations rather than service occupations; to voluntary and active military service and to the national-collectivist approach, as opposed to their former individualistic approach.

It was recommended that the youngsters be taught a vocation that would be useful to them both within and outside the kibbutz framework, as it was felt that the present system did not prepare them for outside life. It was also recommended that the **Mechinot** project be continued and expanded, but that the young people in the program should be adopted by families in order to stimulate extensive contact with kibbutz members. Furthermore, it was recommended that "madrichim" (counsellors) should receive appropriate training and, in order not to break the framework of the youth group, that once a group has been formed no new members should be added.

The research was conducted by Dr. Chanan Rapaport and Rivka Arad and the information was analyzed in Jerusalem, and at the University of California at Berkley. Research tools utilized included intelligence tests, attitude and value questionnaires, Thematic Aperception Test (T.A.T.), and interviews.

This Report has been published by the Institute as Research Report No. 136.

2. The Development, Use and Evaluation of Self-Instructional Programs in Israel

At the onset of the project, instructional programs for arithmetic were translated from English into Hebrew for use by culturally disadvantaged children. However, it was soon clear that the translated material was not suitable even for reviewing the material studied in the previous year. Shalom Zirlin and Yehoshua Fleidel prepared programmed materials especially for culturally disadvantaged children. Simultaneously, programmed materials for teaching arithmetic and first-year algebra were prepared and tested in the schools.

A year's program for teaching English as a foreign language to beginners was developed by Pnina Lamdan. Special consideration was given to problems peculiar to English—and to problematic learning characteristics of culturally disadvantaged children. The program, tested in the field and modified, proved to be quite an effective tool.

During the subsequent school year, these programs, under the supervision of S. Zirlin, as well as the English material under the supervision of Pnina Lamdan, were used again in selected classes of culturally disadvantaged children and were modified as indicated.

Another aspect of the year's work with programed materials was to determine the most efficient and effective means of application, i.e., to identify the classroom conditions under which these materials are most effectively used.

This project was conducted by the Institute and financed by the U.S. Office of Education. Dr. Paul Jacobs, visiting researcher from the Educational Testing Service at Princeton University, New Jersey, was project director during the first stage.

Implication for improving instruction in Israel. The evaluative studies of three mathematics programs, carried out in Israel and reported here, have shown in each case that classes using the program learned more than classes using conventional textbooks. Clearly, one cannot conclude that classes in Israel using any program will learn more than classes using conventional textbooks, or even that classes in Israel using any mathematics program will learn more than classes using conventional textbooks: "... conclusions from an evaluative study of a single instrument apply only to that particular instrument, and the generalization of the results to other instruments of the media it represents have, at most, the status of untested hypotheses." (Lumsdaine, 1963, p. 596.)

On the other hand, the method of sampling schools and of assigning classes to the experimental conditions for the evaluations of the Fliedel-Jacobs program and TEMAC program, permit the extrapolation of the findings for these programs to the larger population of 315 schools in Israel, designated as primarily for culturally deprived students. We may expect that if the TEMAC program were given to a new group of higher level schools in this population (as defined by school mean on the Seker), and if the Fliedel-Jacobs program were given to a new group of lower level schools in this population, both program-taught groups would learn more than would comparable groups using conventional textbooks. In Lumsdaine's terms, while we have no basis for generalizing our results to other instruments (programs), we do have a basis for generalizing our results with two particular instruments (the Fliedel-Jacobs and TEMAC programs) to a larger population.

Neither the present research nor any other research can prove or disprove the general proposition that "programed instruction is better than conventional instruction". Within the limitations of the present studies however, both locally produced programs and a translation of an American program have been successful in Israel; and the success has been both at the elementary school and high school levels. These findings should prove of heuristic value to Israeli educational authorities.

Implications for improving instructions in other countries. According to some observers "... the greatest contribution of programed instruction to education may well be made in the developing countries." (Schramm, 1962, p. 34). Schramm cautions, however, that most of the work in programed instruction has been done in the United States, and that we must be sensitive to different needs and circumstances of the other cultures in which programed instruction may be introduced. The context of the evaluative studies described here differed in several ways from American studies of 'programed' vs. 'conventional' instruction: in the Israeli setting the teachers in general had fewer years of formal education than their American counterparts, the language of instruction was often not the language spoken in the students' homes, the students did not have as much experience with non-programed text books, work books, wall charts, and other teaching aids commonly found in American classrooms, and, in the writer's opinion, the students generally played a more passive role in classroom activities dominated by the classroom teacher. The success of programed instruction under these circumstances may provide encouragement for other countries in which similar circumstances pertain.

In addition to the programed materials, several teacher's guides were prepared. The teacher's use of the programed materials in the classroom was under the supervision of the project staff.

The final report of the study has

been published by the Institute as Publication No. 460. Research Report No. 115.

3. Improving Selection Procedures of Candidates to Secondary Boarding Schools for Gifted Culturally Disadvantaged Youth

The Center for Gifted Culturally Disadvantaged Students in secondary school dormitories has been in existence since 1961 (Smilansky, Nevo and Marbach, 1960). Since the establishment of the center a great deal of consideration has been given to the methods of selection of candidates and these methods have undergone a number of progressive changes over the past few years. At the beginning of the school year, all of the elementary schools in Israel are requested to submit a list of candidates from among the eighth-grade students who appear sufficiently gifted for continuation of studies and for whom there is justification for accomodating them in a dormitory at the expense of the public. The schools are requested to enclose for each candidate the instructor's evaluation report along with a report on the socio-economic status of the student. Achievement and ability tests are subsequently arranged for candidates who meet the established criteria.

Before completion and summarization of the above-mentioned tests, the results of the Seker (national comprehensive examination of eighth-grade students) are received, accompanied by the average achievement score of the entire population of eighth-year students and the results of the psychotechnical tests from the localities which offer a psychotechnical service. On the basis of the results, the screening committee determines the minimum cut-off point of achievement which permit the candidates' continued inclusion in the selection process. The candidates who pass the first phase in the screening process are invited together with their parents for an interview by the screening committee. Following this, the official selection staff chooses the candidates according to the following standards: test results; recommendation of the screening committee; evaluation of the psycho-social socio-economic situation of the family; type of neighborhood; and number of available places.

Subsequently, the candidates are invited to a camp for three weeks in order to experience group life in a school dormitory, at which time the selection staff and the administration is afforded the opportunity to become closely acquainted with the students. In special isolated cases candidacy is cancelled in this stage of the process; most of the pupils, however, hereby begin the process of adjustment to the demands of secondary school education and group life. An important purpose of the orientation camp is to bring the pupil up-to-date in vocational skill and experience by means of intensive studies intended to supplement inadequate training.

In early 1967, the center requested Dr. Joseph Levin and David Nevo to investigate the current system of testing in order to establish more effective selection methods by choosing a minimal number of tests to reduce the testing time, while maintaining maximal validity. The research team examined 509 students who had been selected from among 2,000 candidates, in addition to 400 students who had not been accepted; it was considered worthwhile to include the latter in the sample, in order to appraise the means of selection in relation to the division of grades.

One reason for improving the current testing system was that the use of grades or school recommendations as a true measure of capability was not adequately effective, especially as the entire group of candidates was comprised of excelling students. It was important that an efficient means of singling out the most gifted pupils be achieved because the number of candidates far exceeded the number of opportunities of absorption into educational institutions. In the choice of a suitable testing system, the following points were considered:

1. Every set of tests (even those which have been proven worthy in previous research) needs to be empirically checked each time it is to be applied to a new situation because there is no certainty that the new criteria resemble, in sufficient measure, the criteria by which the set had been examined previously; there is no certainty that the tests which were checked on a specific population are suitable for populations of different characteristics. This fact

should be especially emphasized in the current campaign for the advancement of culturally-disadvantaged youth because it points to the problem of the cultural relativity of the tests. The validity of the tests in regard to a population of different cultural background requires an empirical test.

2. Practical judgments put a limitation to the number of tests. This is not only a budgetary and administrative problem; there is also the psychological aspect—the motivation of the testees begins to drop very steeply when they pass the optimal point. It is equally as obvious that there is an additional practical consideration—the relatively limited variety of standardized tests available in Israel.

The report recommends three specific tests from the whole group to be used as a short and conclusive battery.

Study supported by the Israel Ministry of Education and Culture. Publication No. 463. Research Report No. 117.

4. An Experimental Investigation of the Effects of Various Grouping Methods on the Cognitive and Psycho-Social Development of Elementary School Pupils

The research which was initiated in the school-year 1967/68 and terminated, at the present stage, at the end of the school-year 1968/69, was designed to examine the effects of division of the class unit into three groups, according to capability and achievement levels of the pupils in their studies. The two main independent variables of the research study are direct outcomes of the division of the class into level groups, the effects of which are the following:

1. the size of the class (grouping reduces the tutorial unit);
2. the degree of homogenity of the class (grouping is designed to create groups of uniform levels of knowledge and capability).

The system of grouping was introduced for the benefit of underpriviledged pupils, on the assumption that instruction in a small class, the population of which enjoys a fairly common level of knowledge, will enable individual care of the pupil and instruction suitable for his level.

The research study examines four aspects of the subject:

a) the development of the child as a pupil;
b) the development of the child as an individual;
c) the attitude of the child towards its school environment;
d) the attitude of the child towards its social environment.

The classes are divided into eight sections, according to the three main variables of the study:

1. schools in which grouping exists (experimental), and heterogeneous schools (control);
2. schools in which classes are large, as compared to smaller classes;
3. well-established schools, as compared to underprivileged schools.

Two courses were examined:

Course A was comprised of classes which were in the sixth grade in the school-year 1967/68, and in the seventh grade in the school-year 1968/69, of which a two-year follow-up was carried out (four examination terms);

Course A included: in 1967/68—60 classes, of which 40 were grouping classes (experimental); in 1968/69—50 classes, of which 32 were grouping classes, and 18 heretogeneous classes.

Between the second term (May, 1968), and the third term (September, 1968), the following changes took place in course A, as a result of changes in the framework of studies in schools: 6 grouping classes and 5 heterogeneous classes were taken out of the sample. They were replaced by 2 grouping classes and 3 heterogenous classes. The study sample was planned in advance on the assumption that a small number of schools would drop out.

Course B was a replication—sixth-grade classes which were grouped in 1968/69, and of which a follow-up of one year only was carried out (two examination terms).

Course B included: 60 classes, of which 40 were grouping classes, and 20 heterogeneous classes.

The Set of Tests and their Terms:

a) Development of the child as a pupil
    1) Test of understanding what is read
    2) Test of vocabulary and language
    3) Arithmetic exercises
    4) Arithmetic problems
b) Development of the child as an individual
    5) Self-image instrument: how the child grasps himself (including schooling motivation index)
c) Attitude of the child towards his school environment
    6) Pupil questionnaire: personal information and attitudes
d) Attitude of the child towards his social environment

7) Sociometric questionnaire, including:

(a) measurements of cohesiveness of main class

(b) measurement of cohesiveness of group level

(c) questionnaire on pupil's attitude towards his classmates in main class

(d) questionnaire on pupil's attitude towards classmates in group level.

8) MILTA-test measuring intelligence quotient, both to examine changes in I.Q. and to enable, by statistical examination, to form starting points among schools.

Additional Activities last Year.

a) Validation of self-image. In the course of the year, a special operation was carried out to validate the instrument of self-image by a sample comprised of 80 children. Every child was interviewed personally, his responses to a series of projective pretures in T.A.T. version being recorded by a tape-recorder. Five judges analyzed the child's self-image. By the child's reactions his answers were predicted into an instrument which was passed in the research study. The correlations between the judges' analysis and the instrument which was passed in the research study reached 70, and around 50 on the average. In view of the difficulties in validating such an instrument in general, and in relation to underprivileged children of limited ability for introspection in particular, considerable importance is attached to the achievement.

b) Between the years 1967/68–1968/69, the tests were improved, in accordance with the curriculum. Each achievement-test was adapted—and at times radically changed—in order to modify and update it for a higher class. This was done by pre-testing and item analyzing.

c) Additional changes in layout and instruments of the research.

1) In the middle of the year a comprehensive questionnaire was distributed among tutors concerning methods of teaching in grouping and the teachers' views and attitudes towards the system. This was done through personal interviews with tutors.

2) In order to complete estimation, the overall institutional effects of

school were surveyed. For this purpose, an administrative questionnaire was distributed, as well as a new instrument which was constructed for the research needs and for the examination of the "organizational climate" of the school (to be filled in by the whole teaching faculty).

3) A test on achievements in English, a subject included in the grouping system, was carried out, by a sample on a small scale.

4) An experiment intended to examine the effects of the examination situation on the motivation of children, particularly of low level, to pit themselves against the material at hand was carried out, by a sample on a small scale.

5)An examination of the situation of children terminating the fifth grade and about to be included in the grouping system next year, is being carried out in most of the above fields of scrutiny.

6) The following data were collected for the purpose of supervision on background factors:

a) institutional background data: location of school, economic situation, composition by countries of origin, seniority of teachers, etc.;

b) personal background data, relating to each individual pupil.

7) Summarization and elaboration of a general framework for analysis of data coming in from the field have been commenced. The purpose of these activities is to create a uniform framework for running the material in a computer.

It is expected that the findings of the research will serve two major purposes; first, it will provide a comprehensive scientific basis for the principal decision of whether to carry on with the grouping system in elementary schools (which is doubtful); second, it will serve to make conspicuous the questions which should be asked when the Ministry of Education and Culture wishes to carry out a similar research for the purpose of deeper evaluation of the educational systems in Israel.

The research was conducted by Don Well and Amos Goor. The report was published by the Institute as Publication No. 500. Research Report No. 150.

5. The Extended School Day (The Effects on School Achievement, Personality and Social Relations of Added Hours of Instruction)

The main objectives of the research are to evaluate whether or not the extended school day program contributes to the advancement of culturally disadvantaged pupils and to examine whether or not a certain framework of the program is preferable to the others.

The basic hypotheses are as follows:

1. The extended school day advances culturally disadvantaged pupils in their studies and, in particular, increases incentive and improves the achievement of weak pupils.
2. The extended school day program contributes to and facilitates the pupils' adjustment to the social framework of the class and enhances the pupils' chances for successful absorption into the cultural framework of society itself.

To this end, two kinds of frameworks have been established: the 'theoretical' extended school day and the 'social'. Within the first framework, eight hours have been added to the school week, of which six are devoted to the teaching of subject matter and two to the encouragement of social interaction. In the latter framework, two hours have been added for theoretical and six for social purposes.

Four factors are taken into consideration:

1. the development of the child as a pupil;
2. the development of the child as an individual;
3. the response of the child to his educational environment;
4. the response of the child to his social environment.

The population was chosen on the basis of the following criteria:

1. Schools which have initiated the theoretical extended school day and schools which have initiated the social extended school day (experimental groups) vs. schools where the extended

school day program does not take place (control).

2. Location: veteran settlements vs. immigrant settlements.
3. Type of school: regular State schools vs. religious State schools (in religious schools all hours of the extended school day program are dedicated to activities defined as both theoretical and social at the same time).
4. Education of the father: advanced vs. limited.

Group A of the tested subjects encompasses pupils that were at the grade four level during the 1968-69 school year and at the grade five level during the 1969-70 school year.

Group B includes pupils of grade four, who joined the sample during the 1969-70 school year.

At this stage all of the data pertaining to both groups has been collected and most of it has been coded and prepared for computer analysis.

The research is being conducted by Don Well, with the assistance of Ruth Ashni, Ruth Ron and Nitza Rubinstein. It is supported by a grant from both the Israel Foundation Trustees (Ford Foundation) and the Israel Ministry of Education and Culture.

The final Report of the study has been published by the Institute as Publication No. 501. Research Report No. 151.

6. Growth and Development of Children from Various Social Strata and Ethnic Groups

The objectives of this study are:

a) to study the emotional, physical, social and intellectual aspects of the processes of growth and development of Israeli children of various social classes and ethnic groups in different types of surroundings;

b) to investigate in the above groups the formation, extent, nature and time of appearance of the intellectual lag;

c) to relate the different aspects of the growth processes and child-rearing patterns to the social and cultural background;

d) to find the relationship between physical growth and development and intellectual growth and development.

The children included in the sample are followed from birth to the age of five. The sample includes 500 families, half of whom are of Asian-African origin and half of whom are of European descent. Within each of these groups are families of high, middle and low socio-economic status. Data are being collected by means of:

(a) interviews with the mother from the time of pregnancy;

(b) regularly scheduled medical and psychological examinations;

(c) observations of the child and his mother.

By now all the children in the sample have passed their second birthday. Some have reached age four. The data collected are now ready for punching on I.B.M. cards.

This is a longitudinal study which is being conducted by the Szold Institute, the Hadassah-Hebrew University School of Medicine, and the Ministries of Health and Welfare. Those responsible for the research are Dr. Sarah Smilansky of the Institute; Dr. Z. Shamir of the School of Medicine; and Dr. S. Taustein of the Ministry of Health. Dr. L. Shfation and E. Frenkel of the Szold Institute are assistants on the project. The United States Department of Health, Education and Welfare (Children's Bureau) is financing this study.

7. The Relative Importance of Different Frameworks (Family and School) in Promoting Cognitive Abilities in Young Children from Low Socio-Cultural Strata

The purpose of the study is to investigate the possibility of involving culturally deprived parents in the scholastic and intellectual promotion of their children—in addition to the promotive work done in the framework of the kindergarten and school.

The first year of the study, which began in October, 1966, was devoted to a pilot study, the aim of which was to clarify methodological and theoretical problems involved in work with parents. In this study a limited sample of parents of kindergarten children was invited to receive materials and guidance every second week, in order to instruct their children at home in different intellectual activities (reading stories, counting, sorting of pictures, etc). This experiment pointed to the fact that culturally deprived parents are willing to cooperate in such an enterprise and are also able to raise the level of achievement in certain well-defined tasks. They were not able to raise their childrens' I.Q. above the level obtained by the control group, where promotional work was done only in the kindergarten.

The study-proper began in the school-year 1967-68, while the children were in kindergarten and will last till June 1970, when they will complete second grade. Another year will be devoted to summarizing and reporting the findings.

The experimental sample was drawn from a neighborhood with a population of low socio-cultural strata; it includes 80 children whose parents agreed to cooperate—out of 125 who were asked to do so. Children of a similar neighborhood, whose parents also expressed willingness to participate, served as a control group.

In addition to other promotive activities, both the experimental and the control children also received reading instruction in kindergarten. The parents in the experimental group were supplied with materials and guidance for reading instruction and for other promotive activities.

The findings of the first year (kindergarten) point to moderate cooperation, significant reading achievement, but no effect on I.Q.—in comparison to the control group.

This study is financed by the U.S. Department of Health, Education and Welfare. The main investigator is Dr. Sarah Smilansky, and assistants to the project are D. Stachel and N. Dror.

8. Identification and Intellectual Advancement of Culturally Disadvantaged Youth in Post-Elementary Education

This project is meant to test the possibilities of fostering gifted youths from low socio-economic backgrounds in their post-elementary education. In order to examine such possibilities, a boarding-school program was established in 1960 by the Ministry of Education, admitting potentially gifted students from socially disadvantaged backgrounds and offering them optimum study conditions during four years of post-elementary studies in regular schools. A scientific follow-up

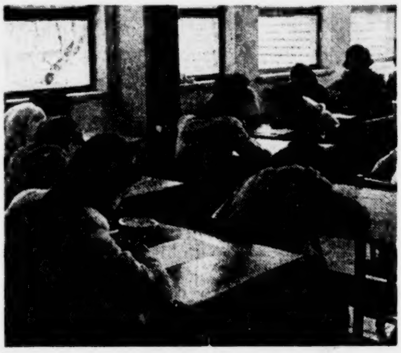
of the students' progress is conducted during and after their post-elementary studies.

The first stage of the project, conducted by Prof. M. Smilansky and David Nevo of the Institute, included the evaluation of the first study course of boarding-school students as well as control groups of their classmates (most of them are not from disadvantaged backgrounds) and students from disadvantaged backgrounds who are not studying in boarding-schools. During this stage, the following variables were included: intellectual ability; educational achievements; rate of drop-out; social adjustment in school and boarding-home; success at matriculation examinations; attitudes toward vocational choice and plans for the future. These variables were measured through aptitude tests, achievement tests, questionnaires concerning attitudes and vocational inclinations, socio-metric questionnaires, scales for the measurement of adaptation by teachers and instructors, and an interview by a clinical psychologist.

A technical summarizing report covering this stage was published in 1966 by the Henrietta Szold Institute, Publication No. 451. Research Report No. 107.

The second stage of the project represents an extension of the investigation in relation to the range of the experimental and control groups included on the one hand, and the refinement of the variables under research, on the other.

This stage of the project was begun in 1965 with the admission of new students for the sixth study course at the boarding-schools. More than 220 students of the ninth grade were tested at this stage of the research which encompassed various boarding-schools (academic, vocational and agricultural) as well as approximately 2,500 students from extensive control groups, including students of socially disadvantaged backgrounds from schools in development areas, regular selective schools at a high level, students from military boarding-schools and students from heterogeneous urban schools. While these students were in the ninth grade, they were tested with the group intelligence test 'Milta' (Israeli adaptation of Lorge-Thorndike test); given socio-metric questionnaires to com-



plete, as well as questionnaires concerning their vocational inclinations; and were evaluated by their teachers according to adjustment rating scales. School grades of the students in the various subjects in the research classes and the control groups as well as information concerning drop-outs were collected; a sample of parents of students from both the research and control groups were interviewed (more than 200 parents).

The students recently completed the twelfth grade and took their national matriculation examination at the end of the current school year. The students were re-tested, employing the same measuring tools as used in the ninth grade, in addition to other tools, e.g., the non-verbal ability test (Raven Progressive Matrices) and broadening of attitude questionnaires concerning their studies at the post-elementary high school.

The collection of the material at this stage of the research has been completed and the data have been processed (school grades, matriculation examination grades, percentage of drop-outs, etc.). Investigation of the contents of the school examinations, as well as the [illegible] has been carried [illegible] present [illegible] information is being comput[illegible] and the results are being a[illegible].

The second stage of the research project is being carried [illegible] the joint auspices of the Szold Institute and the Department of Educational Sciences of Tel-Aviv University.

This study is supported by the U.S. Office of Education, Department of H.E.W. and the Israel Ministry of Education and Culture.

9. Teaching Reading in Kindergarten (Age Five) as an Additional Medium in Promoting Culturally Disadvantaged Children

The purpose of the present study is to examine the relative contribution of three major variables in promoting cognitive abilities, imparting information, developing reading comprehension and modifying attitudes (which are essential for success in elementary school studies) in young children from low socio-cultural strata. The three variables to be examined are as follows:

a) the time to begin reading instruction—kindergarten vs. first grade;

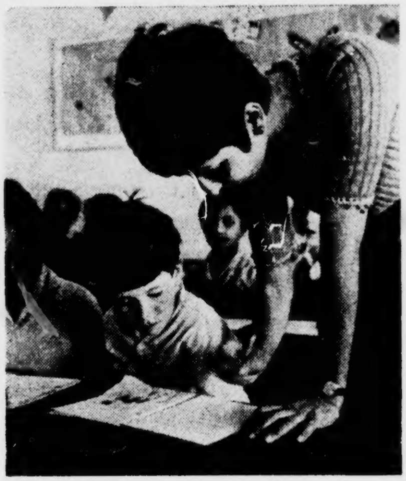
b) the method of teaching reading —global vs. phonic method;

c) the type of promotive program in the kindergarten—the regular program applied in kindergartens in Israel vs. a directive approach especially designed for culturally disadvantaged children.

Different combinations of the above variables are applied during three years—from kindergarten through second grade—in five neighborhoods similar in their ecological components. Altogether fifty classes comprise the sample.

The study will last five years. The first year of study, school-year 1966-67, served for preparations and planning. During the year 1967-68, the children completed kindergarten and they will complete second grade in June 1970. Another year will be devoted to summarizing and reporting the findings.

Within the framework of the directive approach program in the kindergarten, experimental attempts were made to promote the children intellectually through art media—drawing, modelling and picture-reading.



All children were individually tested for I.Q. at the beginning of the experiment and will be tested again at the end of the second grade. Reading achievement was also tested in the groups that had had reading instruction. A more extensive evaluation program will be implemented at the end of the first and second grades.

A progress report on the first stage of this study (end of kindergarten) is available in Hebrew and English.

The study is carried out with the cooperation and financial aid of the Ford Foundation and the Ministry of Culture and Education. The main investigator is Dr. Sarah Smilansky; assistants to the project are M. Dvory, Ch. Grizem, P. King, Ch. Nesher, Ch. Shalev and R. Livneh.

10. Non-conventional Vocational Programs for Low-achieving Post-elementary School Students (A Pilot Study)

Remedial classes were established in 1967/8 with the aim of assisting youth who sought employment but met with difficulty on the job market during the time of the national 'slow-down'. It became apparent that remedial classes could benefit youth having various kinds of problems, such as those whose level of study achievements had fallen below the standard required for acceptance into a different type of post-elementary school framework.

The remedial class provides both a

general non-specialized education as well as a semi-vocational framework. In order to carry out these programs effectively, it was decided that maximal flexibility be exercised with regard to:

1. admittance of students;
2. number of years students are permitted to continue in program;
3. curriculum;
4. pedagogical methods
5. transition from remedial class to regular vocational class.

The preliminary survey revealed that four types of remedial classes are in operation:

1. those existing within the framework of the three-year vocational school, noted for its high standard and pursuing a rigid admissions policy;

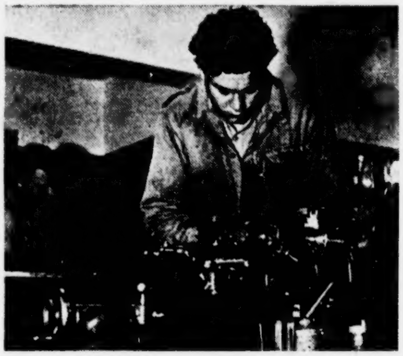
2. those within the two-year vocational school, having an average standard of achievement and allowing a fairly flexible admissions policy;

3. those within the two- or three-year vocational school having a low standard of achievement and allowing a fairly flexible admissions policy;

4. those within a special remedial school operating as a branch of the vocational school and integrating virtually every standard, including the lowest.

The influence of the school upon the remedial class is considerable in several areas:

1. type of student;
2. motivation of student to study;
3. curriculum;
4. educational equipment available;
5. faculty (staff);
6. teacher-student relationship;
7. prospects for mobility from class to class.



The preliminary survey has raised several questions which will be investigated in the next stage of the project. The questions are as follows:

1. What type of youth can most benefit from the remedial class (culturally-disadvantaged youth possessing high intellectual potential; emotionally-disturbed youth; etc.)?

2. What is the threshold of achievement of the youth attending the remedial class?

3. In what type of school is the self-esteem of youth likely to be greatest?

4. What will be the duration of time spent by the youth in the remedial class?

5. Is there a necessity for a curriculum different from the one in regular vocational schools?

6. Should there be greater emphasis placed on a general non-specialized education or on vocational training?

7. Is there a necessity for a different type of teacher, counselor and teaching approach than that of the regular vocational school?

8. Should the remedial class be established as a transitional framework to another educational framework, or as a permanent framework which serves as a point of departure into the job market?

Research materials will comprise the following battery of tests and questionnaires:

a) group intelligence test;
b) reading test;
c) arithmetic test;
d) questionnaire relating to self-image;
e) questionnaire relating to attitude to the school;
f) test of vocational skill.

In addition, open-ended questionnaires will be distributed to school principals and instructors.

The study, conducted by Tamar Horowitz as project supervisor and Chava Frenkel, has been requested and financed by the office of Education of the U.S. Department of Health, Education and Welfare, and the Israel Department of Vocational and Technical Education of the Ministry of Education and Culture. Publication No. 496. Research Report No. 146.

B. Evaluative and Experimental Studies

In its studies concerned with evaluating the various aspects of Israel's educational system, the Szold Institute works closely with the Ministry of Education and Culture. The Ministry utilizes the information contained in these studies to improve existing programs as well as to plan educational innovations. This is one of the major contributions which the Institute is making to the development of Israeli society.

11. Motives of Post-High School Applicants to the External Matriculation Examinations

Most Israeli twelfth-grade students in academic secondary schools take part in the 'Bagrut' (National Matriculation Examination); however, few vocational or agricultural school students aspire to do so. A passing grade in the examination is a requirement for advancement in various areas of higher education. For those persons who either did not take the examination or did not demonstrate satisfactory performance in all sections, the opportunity to take the test as 'externs' is provided by the Ministry of Education and Culture. The applicants prepare on their own for this external Bagrut which is administered twice a year.

The objectives of the present study are:

1. to examine the motivations of the applicants and the difficulties which they encounter;
2. to survey the characteristics of the applicant population.

Questionnaires were sent to approximately 900 applicants who took at least part of the multi-sectioned examination beginning in 1964-65. Grades and other information registered at the Ministry of Education and Culture were collected. In addition, questionnaires were sent to secondary schools requesting information pertaining to those students in particular, as well as to the policy of the schools toward border-line students (those not likely to pass the Bagrut while in the school setting).

Results have been collected and analyses have been carried out, primarily with regard to those who did and did not pass all six sections (of the examination). While no important differences were found relating to most of the factors investigated in the study, two major differences did appear:

1. 35% of the 'passers' attended academic secondary schools, as opposed to 12% of 'non-passers';
2. 79% of 'passers' attempted some form of post-secondary school

education, as opposed to 42% of 'non-passers.'

In addition, other results related to the study have been presented. The findings should aid the Ministry of Education and Culture, sponsors of the project, in its administration of the Bagrut examinations. Dr. Isaiah Guttman and Naomi Doron conducted the study. It was published as Publication No. 487. Research Report No. 140.

12. Occupational Consistency of Youth: Follow-up of Graduates of Two-year Vocational Schools

The purpose of the study was twofold: 1. to determine the measure of occupational participation of the graduates in the trades for which they were trained in two-year vocational schools, and 2. to isolate the variables which influence the young men and women to continue in the field or to abandon it.

The follow-up deals with several central problems:

1. the extent of integration of the male and female graduates into the job market when they are as yet relatively young;
2. the extent to which the graduates are occupied with their different vocations;
3. the extent of unemployment faced by the graduates and identification of the causes which promote continued participation of the graduates in their vocations.

The population of the follow-up comprised all the graduates (male and female) of two-year vocational schools of a certain year. The follow-up ranged from the time that the graduating class terminated their studies until the research project began four years later. Eighty-five per cent of the female graduates and fifteen per cent of the male graduates were not serving in the army during the time of the follow-up. These two groups had been rejected from the job market four years in a row. Boys who served in the army were followed-up for two years—from graduation until induction into the army.

Investigation of the socio-economic characteristics of the research population revealed that half of the graduates originated from Eastern countries. Fifty-five per cent were children of the 'Yishuv Hachadash' (new immigrants). The typical father of a graduate was born in Asia or Africa; immigrated to Israel after the establishment of the State in 1948; has no more than elementary education and is employed in unskilled work.

The research was nurtured from two main sources of information:

1. A questionnaire was sent to all graduates by mail. It was constructed on the basis of a pilot study which preceded the current research project. Statistical tests were performed in the areas of demographic changes and achievements in school.

2. The achievements of the graduates in school were examined.

Two indices were prepared in order to analyze the findings:

a) Socio-economic index;

b) Index indicating assessment of the female graduate in regard to the job situation.

The findings demonstrated that 67% of the boy graduates stay in their fields four years after completion of studies. Immediately upon the entry into the job market, the extent of continuation of the girls in the field is lower than that of the boys. Forty-one per cent of the girls withdraw from the field immediately upon graduation. Withdrawal is considerable during the first two years after termination of studies, but the phenomenon remains stable and does not change during a period of an additional two years.

Continuation in the profession is especially prevalent among two groups:

1. Male graduates who continued in their vocational studies after the termination of the two-year school; eighty-seven per cent continued in their fields at the time of the research.

2. (Male) graduates who immediately found work in their trades; 79.6 per cent were continuing in their vocations at the time the study. The stage of entry into the job market is a crucial factor in determining the continuation of the graduate in his field because there are no marked differences among the occupations of the (male) graduates immediately upon entry into the job market and four years later. Those who had dropped out from the beginning did not intend to return to work in the fields.

Three key factors in the continuation of the graduate in his field are:

a) achievement in school;
b) socio-economic status;
c) appraisal of the job situation.

These variables influence the placement of the student in his field upon entry into the job market and they are the same factors which influence continuation in the profession four years later.

The study, commissioned and financed by the Department of Vocational and Technical Education, was conducted by Naomi Doron. It has been published by the Institute as Publication No. 740. Research Report No. 124.

13. The Intellectual Development of Kibbutz-born Children of 'Oriental' (Middle-Eastern and North-African) Origin

The purpose of the study is to investigate the intellectual level and the scholastic achievement of Asian-African children who were born and educated in kibbutzim (collective settlements), where environmental conditions are maximally equalized, as a function of the educational institutions of the kibbutz and where all children receive intensive care in kibbutz boarding homes from birth to maturity.

In the first stage of the study, individual intelligence tests were given to about 1,500 children, aged 4 to 14, who have either one or both parents who had been born in Middle-Eastern countries, and who were pair-matched to a similar number of European origin children.

In the second stage of the study, a battery of group tests was administered in 18 kibbutzim to all school children aged 10 to 14.

By now the gathering of data has been completed, and the processing of the first stage data has begun.

This study is being carried out by the Institute in cooperation with the educational authorities of the kibbutz movements and with the financial aid of the Ford Foundation. Main investigators are Dr. M. Smilansky and Dr. S. Smilansky.

14. Sex Offenses Against Minors

The main objective of this study, was to survey the types of sex offenses committed against minors and the social characteristics of both the victims and the offenders. Another aim was to study the **modus operandi** of the offense, the relations between victims and offenders, and the role of the victim in the offense situation.

The study was significant in that the basic information pertaining to the offense and those involved in it would be submitted to the police and to those who treat the victims in order to promote their understanding of the basic parameters of the offense and those involved in it. This served also as a comparative study, since the results of other studies conducted in Israel and abroad were compared and analyzed in addition to all the pertinent theoretical and empirical literature.

This research was not guided by any general theory to explain the facts collected; thus, no specific hypotheses were formulated. The general approach was empirical and the phenomenological approach was employed. As an outcome of the findings, a list of further studies and hypotheses to be formulated and tested were suggested.

Israel police files of 1965 containing complaints of sex offenses against minors were examined to ascertain whether or not the offender was caught, and whether or not his identity is known to the police or to the victim. The patterns which were discerned emerged out of 330 cases of victims with approximately the same number of offenders; in sixteen of these cases, two or more offenders were involved.

A special form was designed in which the material indicated in the files was recorded and the data was analyzed.

The following principal results were observed and discussed:

1. There are ethnic differences among victims and offenders. The Asian-African group furnishes significantly more offenders and victims than the European group. However, both groups came from the same social class and the same neighborhoods.
2. **Country of Origin:** Of the offenders, 70% are of African or Asian origin, whereas only 19% are of European or American origin. Among those born in Israel, more than 50% belong to the Asian-African group.
3. **Age Patterns:** Three groups of victims were discerned: up to 5; 6-9; 10-15. The offenders were grouped into the following age levels: up to 10; 11-29; 30-45. The offending Asian-African group was found to be younger

and their victims older when compared with the European group.

4. **Marital Status:** Almost half of the offenders were married; there were more married Asian-African offenders than European.
5. **Social Status:** The majority of victims were pupils, and the majority of offenders were employed in low-income occupations.

6. **Temporal Patterns:** The frequency of the offense was found to rise in the spring, reaching a peak in the summer, falling off sharply in the autumn (5%) and rising again in the winter (28%). Most of the offenses were committed after school, i.e., in the afternoon or evening.
7. **Criminal Record:** Only the Asian-African (none of the European) offenders had a criminal past and/or committed more serious offenses (directed against the person). In relation to the crime, the offenders encountered their victims mainly in the streets (67%), especially when the victim was returning home from school. The youngest group of victims was confronted at home. The place of the offense was, in two-thirds of the cases, in either the offender's or the victim's home (almost evenly distributed) and two-thirds of the time the home was the place in which the offender and victim had first met. The sex offense was mainly the pedophilic type, i.e., hugging and exhibitionism. The Asian-Africans were more inclined to commit serious sex offenses of genital contact and rape.
8. **Modus Operandi:** Most of the young victims were enticed or seduced to go with the offender and almost no force was employed. When force was used, it was mild. This phenomenon was more prevalent among the Asian-African offenders.

9. **Victim Behavior and Victim-Offender Relationship:** Most of the victims verbally resisted the offender (23%); it was found that the lower the age, the greater was the tendency to submit to or collaborate with the offender. More Asian-African than European victims were involved in cases in which the offender was a friend or a member of the family. In only one-third of the cases were the offender and victim complete strangers. Very few of the European offenders had previously known the victim. The age of the victim played an important role—the older the victim, the more primary relations with the offender.

In summary, the Asian-African group was found to fare worse in this type of crime. The study was supported by the Ministry of Education and Culture and conducted by Dr. Menachem Amir.

The final report of the study has been published by the Institute as Publication No. 468. Research Report No. 122.

15. Degree of Conformity to Religious Standards in Adolescent Girls

The aim of the project was to determine the relative importance of different frameworks for adoption of religious values and standards. Three different frameworks were examined:

1. the school instructor;
2. the family;
3. the peer group.

The sample of students was selected for examination according to the following criteria:

1. Age (elementary school, secondary school);
2. Ethnic origin (Asian, African, vs. European);
3. Perception of comparative religiosity (does the subject conceive of the family as being more, less or equal in religiousness to the school).

The questionnaires distributed to the students included the following key points:

1. Regular performance of the religious statutes in the present and in the future;

2. Attitudes towards religion;
3. Extent of religiousness exhibited by father, mother, school, siblings and peer group;
4. Most important source of influence regarding religiosity of subject—self, family, peer group, school.

At the same time, the parents, who completed questionnaires similar to those given to their daughters, were asked to indicate the way in which they presented religion to their daughters (i.e., by self-example or by explanation). The teachers' questionnaires were similar in content to those of the parents.

The following findings are noted in accordance with the above criteria:

1. Age—with an increase in age there is decrease in religiosity;
2. Ethnic origin—European girls tend to be more religious than their Asian-African counterparts;
3. Perception of religiosity—the maximal amount of religiosity is attained when the subject perceives the family to be equal to both the school and the peer group in religiousness.

In the cases where there did not appear to be a similarity among the groups, the order of influence was as follows: family, school and peer group. The peer group encouraged non-conformity when the subject was initially more religious than the group; but, conformity was maintained when the group was more religious than the subject.

The researchers produced the following tentative explanations as to why the school was not so effective as the family in promoting religiosity:

1. The teachers' requirements were more extreme than those of the family;
2. The teachers' patterns of reinforcement were not so effective as the mothers' (whereas the teachers engaged in explanation, the mothers set examples).

Religious behavior was acquired by the daughters in the following order of effectiveness of the patterns of reinforcement used by the parents:

1. Self-example;
2. Explanation;
3. Absence of response to this specific religious behavior.

In those cases where there was evidence of non-conformity, the order was as follows in most cases:

1. Explanation;
2. Punishment;
3. Absence of response.

Non-conformity appeared when the demands of the home, school and peer group were in conflict.

The study was conducted by Sam Rackover, Yoel Yinon and Rivka Arad, and supported by the Department of Religious Education of the

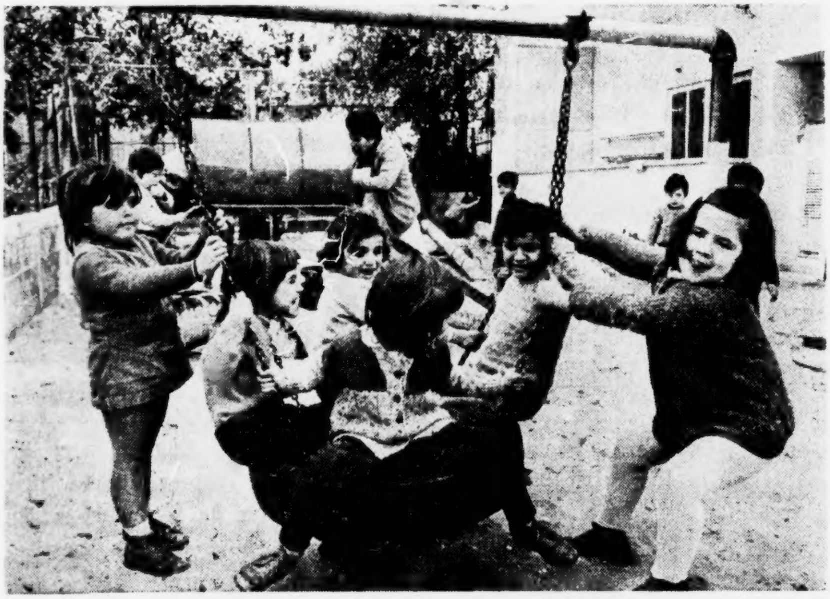
Israeli Ministry of Education and Culture.

The final report, No. 134—Publication No. 481, will appear in 1970.

16. An Enrollment Projection of Elementary School Pupils in Israel for the Years 1968-1973

Population projections, particularly those pertaining to labor force and school children, are acquiring an increasingly prominent role in social planning. The immediate cause for the preparation of the present enrollment projection is the planning of educational reform in Israel. The projection is based primarily upon the 1966/67 data of pupils according to grade for the various local educational authorities. General demographic data as well as extensive educational statistics, both published and unpublished, served as auxiliary sources for the projection. The method basically adopted for the present projection was the 'component method'. The main assumption of the projection concerns enrollment rates; and, in this connection, it was assumed that the present levels will persist throughout the projection years 1968/69 to 1972/73.

The summary report consists of a series of tables illustrating the projected number of pupils in 1968/69



to 1972/73 for the various elementary school grades. To render these tables an effective tool, with regard to the anticipated demographic changes, an extensive methodological discussion is presented, emphasizing the assumptions upon which the projection is based. The actual calculation of the projection was performed by means of a computer (in the FORTRAN-IV language). The text preceding the tables is bilingual (Hebrew-English).

Josef Yam designed the projection and prepared the computer programs, which were commissioned and financed by the Ministry of Education and Culture. It was published as Research Report No. 130. Publication No. 476.

17. A Battery of Tests on General Educational Development for Post-Elementary Schools

Success and failure in school depend on the evaluation methods employed by the teachers and on the availability of guidance aided by proper instruments. In order to reduce or prevent failure and dropping-out from school, it is important to establish adequate assessment methods for the adaptation of the curriculum to the level of the students and their rate of progress. For these reasons, a set of instruments to assess achievements, aptitudes and attitudes of students in Israeli secondary schools was constructed to overcome the currently inadequate evaluation methods of assessment.

A battery of six sub-tests, modeled after the Iowa Tests of Educational Development and the Sequential Tests of Educational Progress, was, therefore, constructed and standardized for the purpose of measuring general educational development. It was felt that the information pertaining to the general level of the students would be significant from the point of view of guidance and would be preferable to strict achievement tests or to additional standardized intelligence tests of the kind already available in Hebrew.

Nevertheless, achievement tests in mathematics and English were included in the battery due to their key positions in the secondary school curriculum. The four tests constituting the battery were:

1. science (physics, chemistry, biology);
2. reading comprehension—literature;
3. reading comprehension—social studies;
4. social studies—general information.

A sample of ninth- and tenth-grade students of well-known academic secondary schools were tested.

The content validity of the battery was established by the respective judgment of teachers, school supervisors and experts on the subject matter of each sub-test. Concurrent validity with respect to academic achievement, success and failure in school, dropping-out and effectiveness of the tests for adaptive treatment and placement purposes requires a follow-up study. Funds are being sought for further study.

The results of the battery of tests indicated that individual differences far exceeded the differences between grade levels. This was an expected outcome, especially for a battery measuring general educational development, for attainment depends upon the background of the pupils, methods of instruction, extent of individual treatment, encouragement of extracurricular activities, and the selective policies of various schools rather than on progress during one year of high school. (The available data, however, were not sufficient for a thorough analysis of the factors involved.) It would be necessary for guidance purposes to extend the norms in order to cover vocational schools and agricultural schools. This will be done in conjunction with a validation and follow-up study which is forthcoming.

The study, sponsored by the Office of Education of the U.S. Department of Health, Education and Welfare, was directed by Dr. Joseph Levin of the Szold Institute and Joseph Bentwich of the Ministry of Education and Culture. Dalit Ormion of the Institute was research coordinator.

The final report of the study has been published by the Institute as Publication No. 456. Research Report No. 112.

18. Some Aspects of 'Non-Conventional Methods' of Education in Israel

This survey is aimed at the description and analysis of certain non-conventional methods in different fields of education which meet the problem of needy children and are of specific interest for developing countries. Israeli education, dynamic and open to changes, has withstood the national challenges of simultaneously absorbing mass immigration, adjusting to a swiftly-developing economy and industrialization, and meeting constant security needs.

Diversified methods have been developed to meet the shortage of teaching staff, buildings, installations and equipment, as well as the specific personal and social needs of disadvantaged children—those who survived the Nazi Holocaust, others who came from developing countries unprepared for life in a technological society, as well as children of old-timers who grew up in slum areas.

Educational activities, often interlocked with other activities of a social and vocational nature, are presented under four major topics:

1. **Activities within the bounds of the child's natural social environment:** a) town and community planning; care of family and of infants and toddlers; treatment of disadvantaged children in nursery schools, kindergartens, and elementary and post-elementary schools; b) vocational education and training, a part of which is designed to help adolescents unsuited for a regular post-elementary school by fostering their general self-confidence and motivation, furthering their general education with the help of modern methods and media, and training them for a useful occupation; c) **welfare** activities among adolescents with the purpose of preventing delinquency, and occupational guidance.

2. **Rural-oriented boarding school education:** this combines pioneering values with specialized child care for those youngsters who, for personal or social reasons, have to be removed from their homes. This mode of education includes children and youth villages, agricultural schools, schools of the kibbutzim (communal settlements) which also absorb outside children, and the diversified activities of the Youth Immigration Department of the Jewish Agency.

3. **Educational activities outside the scope of the school curriculum:** youth movements and youth services such as clubs and sports; hobby-groups; the pre-military Gadna training; the Nahal army pioneering groups, and the educational tasks carried out by the army.

4. **Pre-service and in-service training of teachers, teaching staff and youth leaders:** both emergency measures taken during the first decade of the State and those of a long-range character.

The survey was commissioned and financed by UNICEF and prepared by Miriam Glikson.

It has been published by the Institute as Publication No. 484. Research Report No. 137.

19. Census of Teachers in High Schools

At the invitation of the Department of Advanced Studies for Teachers, Ministry of Education and

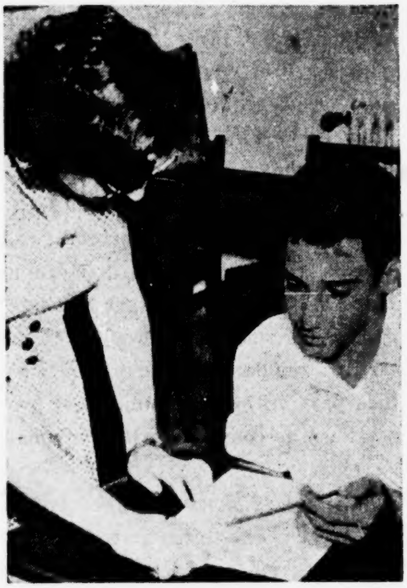
Culture, the Szold Institute has carried out a census relating to teachers in secondary schools. The aims of the census were as follows:

- a) to make an estimation of the distribution of teachers according to type of teaching license (permanent, provisional or lack of license);
- b) to obtain basic information, such as subject of teaching, seniority, etc., about teachers not having licenses;
- c) to prepare a card-index which will help in the current administrative work of the Department of Advanced Studies for Teachers on the basis of the information obtained.

The main importance of the census lay in its practical aspect, that is the knowledge derived from the census would aid those activities connected with the designation of teachers for advanced studies. For this reason, and as a result of the limited time allocated to the census, it was decided to elaborate upon the material obtained so that it would be ready for the school-year 1968/69, even though the material might not be complete by that time. Accordingly, when only two-thirds of the teachers had been reached by the census within the allocated time, it was decided to begin elaborating on the material at hand, rather than to wait for the completion of the census.

The data in the Secondary School Teachers Census, 1968, were gathered by means of a questionnaire. The questionnaire was prepared in such a way as to use it as a punch card (suitable for elaboration in an electronic computer), almost without any need for symbolization.

The questionnaire was sent by the Ministry of Education and Culture to 541 schools out of the 631 listed in the Central Bureau of Statistics.



Most of the schools containing preparatory classes for teachers only, as well as a number of problematic schools such as vocational schools and continuation classes, were omitted from the census. Of all the schools referred to by the Ministry of Education, 59% responded, although there were differences between the various categories. For example, 71% of continuation-class schools responded, as compared with 40% out of the 30 agricultural schools.

The extent of response was estimated not only by the number of schools, but also by the corresponding number of teachers. In secondary schools, it amounted to approximately 12,000. The schools which were requested to take part in the census included about 11,000 posts; whereas schools which responded to the questionnaire as requested, included 7,000. Thus, it came out that the percentage of teaching posts contained in the "responding" schools reached 62%, which is similar to the percentage of schools concerned (59%). Examination of these percentages by categories of schools shows that the larger regular secondary schools took part in the census in larger proportions, as compared with the smaller ones.

Among the 7,300 teachers covered by the census, one-third were found to possess permanent licenses, one-third possess provisional licenses and the remaining one-third lack licenses. As could be expected, there are far-reaching differences in the distribution of teachers by type of license between the various categories of schools. Thus, for example, the rate of teachers lacking licenses reached 20% in regular secondary schools as compared with 53% in vocational schools. It is assumed that as a result of the selectivity of those who responded out of the whole population, the actual percentage of the teachers not holding any license is even higher.

Detailed information about the 2,692 teachers who lack licenses is presented by age, seniority, number of teaching hours, the academic degree, etc. The material pertains first to all schools together, then to each category separately.

The census was carried out by Josef Young, assisted by Hayutta Vacks. The Report was published by the Institute as Publication No. 477. Research Report No. 131.

20. The Application of Multiple Regression and Smallest Space Analysis in Assessing the Use of the Israeli Matriculation Examinations for Counselling, Guidance and Selection of Candidates for Tertiary Education

The main purpose of this was to apply two statistical techniques in assessing the use of the Israeli Matriculation Examinations (The 'Bagrut' Examinations) for the counselling, directing and selecting of candidates for the various faculties in Israeli higher education.

Firstly, a distinction was made between guidance and selection and the concept of validity was examined. Six publications regarding the 'Bagrut' examinations were then summarized and an outline of Israeli higher education was presented.

In the first stage of the study, a bivariate analysis was carried out and validity coefficients between the predictors ('Bagrut' scores) and five criteria were calculated.

In the second stage, two statistical techniques were used: 1) Multiple Regression Analysis, and 2) Smallest Space Analysis. These analyses were carried out in each faculty of the higher education.

The bivariate correlations were found to range from 0.050 to 0.515.

For each faculty regression, weights for the 'best' predictors were derived; using the method of elimination those weights gave rise to Multiple Correlations ranging from 0.230 to 0.558 at 5% level of significance. Before the elimination they ranged from 0.324 to 0.628.

The original matrices of correlations were also used to produce space diagrams for each faculty (e.g., the technique of Smallest Space Analysis).

In these space diagrams, pictorial representations show the relationships between all the variables (criterion as well as predictors).

Finally, a comparison was drawn between the two techniques, and possible reasons for the relatively low validity coefficients were discussed. Inter-faculty differences and similarities in prediction are pointed out and comparisons are drawn between the Space Diagrams.

The following conclusions have been reached:

1. The Multiple Regression Technique may be very helpful for the purpose of selection whereas the smallest Space Analysis can be of more help for guidance and counselling.

2. Separate Analysis for each faculty is legitimate.

3. Separate Analysis for each year of graduation has not been found necessary.

4. Giving different weights to different predictors enhanced the validity coefficients only slightly.

5. As long as the predictive validity of the 'Bagrut' examinations is relatively low, the use of other tools like interviews, teachers' assessment of pupils' personality, etc., should be considered also.

6. Socio-Economic factors might be taken into consideration as well in order to improve guidance and selection procedures.

This study was submitted as a Masters dissertation to the University of Edinburgh by Rina Doron; Drs. Lawley and Pilliner of the University served as supervisors.

The study will be published by the Institute as Publication No. 483. Research Report No. 138.

21. Value Systems of Israeli Education

A broad analysis of the values relating to education of the Israeli educational and political elites is presently being undertaken.

A special schedule for computer analysis of the circular letter of the Director-General, curricula and the yearly discussions of the budget of the Israel Ministry of Education in the Knesset (Israel Parliament) was developed.

The analysis starts from 1918, the end of World War I, when the British army conquered Israel from the Turks, and ends in 1969. The analysis is conducted by Bilha Levin.

An evaulation of processes and shifts in emphasis within the value systems will be undertaken. This research is sponsored by a grant from the United States Office of Education to Professor Yehudi Cohen, Rutgers University. Dr. Chanan Rapaport, of the Szold Institute, and Dr. Ozer Shield of the Hebrew University are working in conjunction with Professor Cohen.

22. Follow-up Study of Female Graduates of Israeli Vocational Schools

The present study attempts to measure the extent of continuation in a vocation among female graduates of vocational schools in Israel, as well as to ascertain those factors leading to either continuing in the previously learned trade or to dropping-out from it. An additional purpose of the follow-up is to identify the specific problems associated with the preparation of young women for a particular trade, especially those concerning the acculturation to the working life, as influenced by the personal attitudes and ambitions of the young women.

The study, financed by the Ministry of Education and Culture, is being conducted by Rina Doron. Publication No. 488. Research Report No. 141.

23. Irregular Attendance in Elementary Schools

This project commenced in November, 1967 and continued throughout the school year. Data were collected on eighty schools, a representative sample of the more than 2,000 elementary schools in Israel. In order to obtain accurate information concerning school attendance, it was deemed necessary to institute improved recording procedures; thus, new attendance books providing for hourly record-taking were constructed and distributed in the higher classes of the participating schools. The attendance of the lower classes was recorded only twice a day. Upon returning to school each child was required to state the reason for his absence and to produce a note from either home or the family doctor; in many instances, however, this was not obtainable. A special code was devised to enable the instructor to enter the reasons for absence in the attendance record; these included medical and family reasons as well as expulsion from class, the necessity to help at home, and difficulty in traveling to school. A final category was included for truancy and other unexcused absences.

At the end of each month the record sheet was detached from the attendance book and forwarded to the Szold Institute where it was checked for accuracy of totals as well as for inexplicable markings. Difficulties of this type were eventually overcome by clarification through telephone, written correspondence and personal contact. Currently, the attendance records of more than 30,000 pupils are being analyzed and correlated with additional data from instructors' ratings, type of school, etc. It is expected that the recording procedures and methods of analysis devised in this research will prove sensitive enough to identify those pupils who are merely in the preliminary stages of absenteeism—occasional failure to appear in class—as well as those in the more advanced stages of long periods of inexplicable absences and, finally, complete withdrawal from school.

The research team was especially concerned with the high incidence of absenteeism in specific problematic areas and the possible connection between school failure and delinquency. The importance of the project is increased by the fact that a considerable amount of funds has been invested in various programs to promote the adjustment of the pupils to the school. If, however, the pupils do not appear in the school they cannot benefit from the programs; moreover, their absence indicates the failure of the programs. The research project, requested by the Ministry of Education and Culture, was headed by Dr. Menachem Amir and David Max. Publication No. 487. Research Report No. 135.

24. The Influence of Regular Intervals of Organized Physical Exercise on Academic Performance

The aim of this study, requested and financed by the Sport and Physical Education Authority of the Ministry of Education and Culture, is to examine the influence on concentration and subsequent achievement levels in school of short but regular periods of systematic physical activity.

The rational behind the study is that exercise may serve to reduce the fatigue that ordinarily builds-up during the school day. It was hypothesized that if short sport exercise periods do produce less fatigue, the level of concentration and achievement will be higher in the groups that received the formal exercise than in the groups that did not receive such treatment.

After testing instruments and procedures in a pilot study, the primary study was carried out in varying standards of general ability at the grade 7 level. One class in each school scheduled an exercise period every school day between the third and fourth class periods (approximately 11.00 a.m.) of approximately ten minutes duration; other classes were dismissed for "free time" without formal exercises. Tests of concentration were administered two days a week to all students, before and after the exercise periods on each day, over the experimental period, in addition to a mathematical achievement test administered once at the beginning and again at the end of the experimental period.

In almost all comparisons between the experimental and control groups, the results revealed no significant differences in the levels of concentration and achievement, either

1. before and after exercise period each day (concentration) or
2. over the entire experimental period (concentration and achievement).

In interpreting these negative results, two factors, perhaps not sufficiently controlled in the experiment, should be taken into account:

1. the period may have been too short to exhibit significant differences (eight-week period);
2. the control groups may have engaged in 'too much' unstructured exercise during the free recess period.

The study was carried out by Dr. Isaiah Guttman and Muriel Ausbacher. Publication No. 494. Research Report No. 144.

25. Follow-up of Male Graduates of Three and Four-year Vocational High-Schools

All available male graduates of every Israeli vocational high school in the years 1962 and 1964, who were part of three- and four-year training programs, have been surveyed as to the degree that their subsequent occupations relate to the particular course studied in high school. Approximately 1200 graduates have been interviewed. (Similar studies were performed in previous years.) The main purposes of the current study are to:

1. investigate the possibility of a change in trends from previous years and associated factors;
2. collect suggestions from graduates for improvements in the vocational school system.

Early findings show a "positive follow-up" (i.e., work in the same or related trade learned in school) of about 65% of the graduates.

Results have not been analyzed completely. Further results are expected to furnish valuable information to the Department of Vocational and Technical Education of the Ministry of Education and Culture, which commissioned and financed the study. Dr. Isaiah Guttman assisted by Shlomo Arad conducted this survey. It has been published by the Institute as Publication No. 488. Research Report No. 141.

26. A Survey of the Frequency and Usage of Audio-Visual Aids in Secondary Schools

The purpose of this survey is to gather information concerning the present role of audio-visual aids in the Israel secondary school and to determine the extent of their use. The findings should enable better planning of the distribution of these aids.

Questionnaires were sent by mail to the principals of all 575 secondary schools appearing in the 1969 register of the Ministry of Education and Culture. Seventy-nine per-cent of the administrators returned the questionnaires, furnishing information concerning the subjects being taught with the use of these aids and the extent to which these aids are utilized; and the availability of libraries and laboratories.

Findings reveal statistical correspondence (correlation) between the purchase of aids, purchase price, and the length of time such aids were available on the Israeli market.

The majority of the schools (62-66 per-cent) possess the following aids: slide projector, phonograph, filmstrips, and tape-recorder.

Thirty-nine to fifty-three per-cent of the schools also have the epidiascope, episcope and overhead projector.

Least prevalent (28-29 per-cent of the schools): television, micro-projector and technicolor film.

The findings indicate that despite the availability of these audio-visual aids within the school system, their use may be characterized subjectively as minimal.

Rina Doron is principal investigator of the survey, which is being financed by the Ministry of Education and Culture.

27. Similarities and Differences Between Classes for Emotionally Disturbed Children (Treatment Classes) and Remedial Classes

The remedial class is a non-graded class for pupils weak in reading and arithmetic skills. The pupils simultaneously attend their regular classes. Emphasis is placed more on the improvement of scholastic achievements than the treatment of behavioral problems. The therapeutic classes, in which behavioral problems are considered, accept those children who encounter a great deal of difficulty in their studies as a result of emotional disturbances. These pupils learn to overcome the problems while, at the same time, they maintain attendance in the regular classroom with their peers. The therapeutic and remedial classes are maintained for children from the second through fifth grades.

The Szold Institute was asked by the Ministry of Education and Culture to examine the extent to which the formulated policy of the Ministry is being carried out in the 209 treatment and 101 remedial classes across the country. Questionnaires were sent to all 310 classes, in order to ascertain the following information:

1. Is the process of selection and assignment of students to the specialized classes operating according to the above-mentioned criteria?
2. What are the actual similarities and differences in the characteristics of the two populations?
3. What are the differences in educational methods being employed by the instructors in the respective classes?
4. What kind of curriculum is followed in the two classes?
5. What is the duration of time spent by the pupils in the specialized classes?
6. How do the instructors regard the effectiveness of their respective programs?

Investigation was made of the following as well:

1. allotted number of hours per week for each type of class;
2. criteria for grouping of children within the individual class;
3. size of each class;
4. teacher's training (preparation) for the specialized program.

Information was gathered on 80% of the remedial classes and 84% of the treatmental classes. Findings indicated that the two types of classes differ significantly in type of population, educational methods and background of teachers. The most important finding, however, is that the selection and assignment of pupils to the classes are not carried out according to the established criteria; one reason is that there is a dearth of suitable classes within the school system. (Only 31 schools provide both types of classes.)

The study by Rina Doron, commissioned by the Ministry of Education and Culture, will be published by the Institute as Publication No. 497. Research Report No. 147.

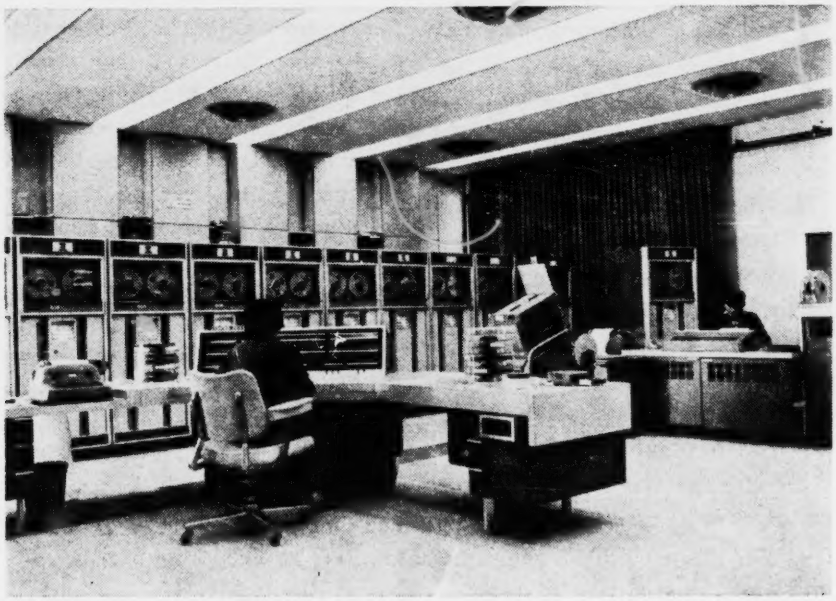
28. Computer-Prepared School Schedules

The purpose of this study was to construct a computer program for the preparation of school schedules.

Data, including the special requirements and limitations of the teachers, were fed into the computer and the output was a completed school schedule. The program constructed suited elementary schools, high schools, and vocational schools. The number of classes was limited to 35 and the number of teachers to 70 per school.

The unusual working conditions of teachers in Israel make the preparation of a schedule a difficult task. In other countries, teachers spend 7-8 hours at school each day. In Israel, many teachers work only part-time and come to school for two to three hours a day. They are not obligated to stay until the end of the school day. Accordingly, many demands are made upon the administration, such as a request to teach only on Mondays and Tuesdays, or to stay at school only until noon.

One to two months of manual work each summer must be devoted to the resolution of these problems and the preparation of an adequate schedule. The problems are intensified, because the schedule must be completed



(within a time limit) by September 1st—the beginning of the school year.

The most efficient way to solve all the problems and prepare a suitable schedule is through a computer-based program which can do the following:

a) allocate teachers to classes, to classrooms and laboratories, according to given data;
b) solve problems of part-time teachers' demands and limitations;
c) solve problems of combining two or more teachers with two or more classes at the same hour.

This program has been carried on during the past two years. Results to date, however, raise doubts as to the profitability of the program.

A special form has been designed to collect all the demands of the curriculum as well as those of the faculty.

The major problems in the programming are as follows:

a) Suspension of study hours for classes, or free periods during the day;
b) Spread of teaching hours: For example, the instructor teaches the first hour and then is free for 2-3 hours before his next teaching hour.

The coordinator of this project is Esther Nitzan, and the programming agent is the Ministry of Defence.

29. Development of Experimental Models of Examinations in History for High Schools

This study is concerned with the evaluation of scholastic achievements at the high school level. There are great differences in the extent to which examinations are used and in the significance which is attributed to them in various schools. It can be assumed, however, that examinations serve as an essential means of evaluation of scholastic achievement in the Israeli school system and, thus, they are an integral part of teaching.

Israeli educational research, however, deals mainly with problems of curriculum development and didactic methods. No systematic investigation of the problems concerning the evaluation of the scholastic achievements has been attempted to date. Nevertheless, in the humanities and social sciences teachers face serious problems in trying to obtain precision and objectivity in the evaluation of scholastic achievements. The purpose of this study is, therefore, to investigate the examinations which are used by the teachers, and to formulate several experimental models of examinations which will guide teachers in their work.

The examinations which are being formulated at this stage cover the curricula of Jewish and general history for the ninth and tenth grades.

Jewish history is an essential part of the official curriculum in this field and teachers do not find the research work in this sphere adequate, as it is performed mainly outside of Israel.

To date, examination papers have been collected for 30 secondary schools. From the first glance it seems that the examination questions are geared to test the students' factual knowledge rather than their actual understanding of history. At present the investigators are in the midst of constructing an ideal model for the examination of achievements. Upon its completion, they will present it to experts in the field of history for their opinions and comments. In conjunction with this, they have begun to devise questions to serve as concrete examples for these models.

A pre-test on a specific area of learning has been completed. Students were tested by means of essay questions, and the correct and incorrect answers were used as the basis for multiple choice questions to be presented in a subsequent test.

30. **Results of Final Examinations in Vocational and Technical Schools**

Commencing with the school year 1963/4 and continuing presently, an annual set of statistical tables has been compiled which summarizes the results of the final examinations of pupils in Israeli vocational schools. The purpose of the summaries, commissioned by the Ministry of Education and Culture, is to provide an objective measuring device for the achievements of vocational school pupils classified by curriculum, subject and school. Such data serves as an important tool for school administrators who wish to evaluate their schools in comparison with the national total. In addition, economical planning may also benefit from this statistical information, as the data indicate the potential future supply of professional manpower in different fields, such as electronics, secretarial work, aircraft repair, etc. A third application of the above-mentioned data is in the field of educational administration; one example is the determination of the examination standards and norms.

The statistical tables are based upon the crude data extracted from the files of the Ministry of Education and Culture. The files indicate the scores of each student in the various final examinations as well as information pertaining to certificates granted. The data are then processed by an electronic computer which provides the final aggregate tables.

The 1967 edition includes an extensive introduction with discussion of several methodological issues involved and detailed explanation with regard to the tables; the text is bilingual (Hebrew-English). Josef Yam of the Szold Institute has compiled the yearly statistical data for the school years.

Publication No.	Research Report No.	Academic No.
437	96	1961/2
439	98	62/3
441	100	63/4
446	103	64/5
474	128	65/6
479	132	66/7

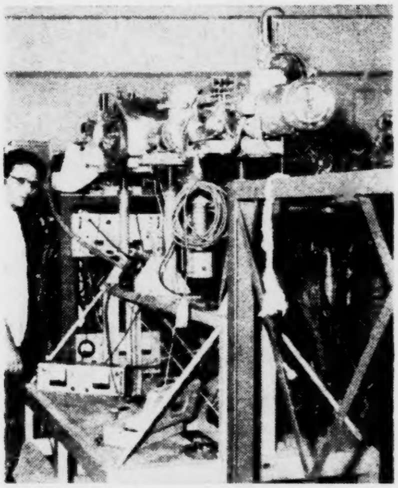
31. **Introduction of Technological Innovations in Education**

The aim of the research project is to acquire information pertaining to extent and manner of the integration of technological aids into Israel's secondary school system. Examination will be made of the reasons that instructors do not make full use of available educational material and ways in which the situation can be improved. It is believed that this kind of innovation is one reflection of the modernization of secondary education in the country.

Providing teachers with additional tools is crucially important for the reduction of cultural gaps among students. The innovators, introducing technological material into schools (in the form of audio-visual aids), rely on previous research carried out in many countries demonstrating the effectiveness of these new methods of teaching. These methods may influence future changes in the country's manpower composition.

This research will analyze the problem from an angle not previously investigated: the teacher as an individual and teaching as a profession.

Sampled teachers will be divided into groups of those teaching the humanities and those teaching science. In each group identification will be made of those instructors who use available technological material and those who do not. Both groups will be interviewed and compared. Comparison will include personal problems of teachers, professional aspects (as reported by them), and administrative factors. The administrators of the relevant schools will be interviewed as well.



The reseach, commissioned by the Department of Vocational and Technical Education of the Ministry of Education and Culture, will be conducted by Dahlia Sommer.

32. Teaching Linguistic Skills to Retarded Children (Educables) Through the Use of Selected Principles of Operant Learning

There is a growing awareness—both in the literature devoted to special education and among teachers of the retarded—of the need to explore new ways of teaching retarded children. One of the problems encountered is the lack of motivation to learn. It is hypothesized that through the use of selected principles of operant learning and systematic verbal instruction (which ensures success at each small stage) motivation to learn will be augmented.

The research project will consist of two stages. The first will be a pilot study in which the linguistic skills to be taught are prepared according to the principles of systematic verbal instruction. This language program will then be taught to a group of children using selected principles of operant learning. The skills will be refined for use with the experimental group.

Later two groups will be selected each consisting of 5-8 children. The children will be 6-8 years of age and have an I.Q. of 65-80. They will be children who live at home with parents and who do not have any severe sensory or behavior problems.

The experimental group will be taught according to the program as outlined in the pilot study, while the control group will be taught the same linguistic skills using conventional methods.

The instruments used will consist of a battery of diagnostic tests measuring psycho-linguistic skills.

Visual and auditory discrimination as well as criterion testing will be used in the pre- and post-test periods.

The project will last approximately a year and will be conducted by Chava Perlberg.

33. Therapeutic Action in Special Education and Psychotherapy in a Child Guidance Clinic in the Light of a Unifying Explanatory Principle

The purpose of this study is to deal with a limited sector of the general problem of the relation between education and psychotherapy. Based on empirical material, the study attempts to clarify the quality of the therapeutic intervention, which is possible within an 'ideal' educational framework (i.e., a small special class of disturbed children with a teacher-therapist) in comparison with the therapeutic intervention within the exclusively clinical framework of a Child Guidance Clinic. Therapy in these two settings is investigated in the light of basic factors which foster change.

Investigation might be made of object relationships and the process of transformation of external objects into introjects which change personality structure. The extent to which they can be considered a basic explanatory principle for therapeutic change in the two settings will be examined. This may answer the question of whether there should be a difference in therapeutic aims and prospects of therapeutic achievements in these two settings or only a difference in techniques depending upon the specific disturbance of the child.

The wide field of therapeutic possibilities for the teacher-therapist will come into focus on the basis of detailed description and analysis of the inter-action between the teacher-therapist and disturbed children in his class in comparison to therapeutic inter-actions in the Child Guidance Clinic. As there is now a broadening scope of different educational frames for disturbed children in Israel, it seems especially important to define theoretically and outline practically the kind of psychotherapy which can be given in these frames. An additional aim of this study is to give the teacher-therapist and the child psychotherapist in general an opportunity to study detailed therapy recordings of children treated in Israel.

The method of investigation will be by means of a psychodynamic analysis of psychotherapeutic units. Emphasis will be placed on the scrutiny of therapeutic activities which precede changes in behavior, attitude or feelings of the child, and different possibilities of explaining principles will be compared and evaluated according to probability, consistency and unmeaningful explanatory value.

The study is conducted by Eliezer Ilan of the Institute, who is director of the Jerusalem Child Guidance Center of the Ministry of Health.

C. Studies of Informal Education

The process of education takes place not only in the classrooms or in formal educational settings, but in all places, at all times, for all ages. This broad interpretation of educational research by the Institute has led to the development and implementation of an interdisciplinary approach by our researchers as well as in the investigation of many aspects of society.

34. Educational Concomitants of Adolescent Participation in Israeli Youth Organizations

This study supports the view that the adolescent sub-culture is alienated from the school, but rejects one remedial suggestion of imposing the spirit of adolescent sub-culture on the school. Instead, the study favors the relegation of some of the functions and objectives of the school to the adolescent sub-culture. Such a policy, however, must take into account the rejection of adult intervention, guidance and control, characteristic of adolescent sub-culture. Unless proper understanding of the causes and conditions of such rejection of adults is achieved, adult intervention will remain ineffective.

The following hypotheses were made:

1. that adolescents resist being pressed toward achievement and advancement by parents and teachers;
2. that to the degree that adolescents are subjected to pressures to achieve, situational pressures (role conflicts) or organizational pressures, they tend to join more autonomous and adult-resisting youth organizations;
3. that it is possible to use even the most resisting youth organization for the attainment of educational objectives, if the intervention is in accordance with the needs of adolescent society.

A community field study, comprising a full class of students in a middle-sized Israeli city (Holon), including subjects about 16 years of age, was carried out to test the validity of the research hypotheses. The relationships between adolescent patterns of participation in youth programs and socio-economic background, scholastic standing, exposure to various types of pressures, academic and occupational preferences, and some of their attitudes were measured and calculated.

The findings in general and the results of a factor analysis in particular, did not fully support the research hypotheses. Although, in some cases, adolescents who were subjected to strong scholastic, organizational and social pressures (e.g., role conflict situation), tended to join more autonomous programs than less pressed adolescents, in most cases these choices seemed to be insulated from other spheres of life. Joining radical adult-resisting programs seems to be an autonomous choice within adolescent sub-culture rather than an outcome of external pressures.

The findings seem to have both theoretical and practical implications. The insulation of the adolescent sub-culture suggests that it is not just an incidental outcome of the inadequacies of the school and the family as socializing agencies (as suggested by Parsons). It may well serve a development function of its own, the the nature of which has not been clarified by this study.

From a practical point of view, the insulation of adolescent sub-culture suggests that imposing the spirit of adolescent sub-culture on the school (e.g., U.S.A.) or imposing the school culture on youth organizations (e.g., U.S.S.R.) may be harmful to both. A third policy which accepts and supports strong differentiation between the school and the adolescent sub-culture is recommended.

This research was part of the investigation of Israel youth organizations conducted by Professor Joseph Eaton in collaboration with Dr. Michael Chen. The present report was developed from the common enterprise and was submitted as the doctoral dissertation of Dr. Chen to the University of Pittsburgh.

The study was financed by the Office of Education of the U.S. Department of Health, Education and Welfare. The final report of the study has been published by the Institute as Publication No. 486. Research Report No. 139.

35. Leadership in Youth Corps (Gadna)

The present research being prepared for the Gadna Youth Corps is mainly a follow-up of fifteen-year-old boys attending a summer course intended to prepare them for leadership tasks in the Gadna and in their adult lives. The major objectives of the research are as follows:

1. To determine the mechanisms of selection for leadership in the Youth Corps in relation to other kinds of leadership roles (especially in the youth movements).

2. To compare the demographic profile of the youth to that of their age-level counterparts in the rest of the country.

3. To study the main correlates of success in the course and leadership tasks in Gadna and in later life.

The main variables being studied are:

1. Demographic variables and final grades in the course.
2. The evaluation of the instructors regarding the leadership abilities of the youngsters.
3. An evaluation by the youth, themselves, regarding the leadership abilities of their comrades.
4. Many attitudinal questionnaires, including issues of moral character development.

The research is being conducted by Dr. Chanan Rapaport and Dan Miller.

II. FIELD OF LABOR AND ECONOMY

36. Differential Pursuits of Adolescents in Development Towns

The future of the development town* is a source of concern to all those involved in the problems of Israeli society. Presently one hears a great deal of reflection about the gap between these towns and the urban areas, a discrepancy evidenced by differences in income, standard of living, services and opportunities.

It was hypothesized in 1968 that the principal gap between the development town population and that of the urban area springs from the traditional socialization patterns which characterize the former. These patterns operate in accordance with a traditional social system whose traits are particularistic and adscriptive values. The social reality of Israel, however, is based on universalistic and achievement values, and regardless of whether one lives in a city or in a development town, one must be competitive on the basis of these patterns.

Furthermore, adolescence is a period of encounter between the previous accumulation of social habits and the current demands of society. The greater the ease with which the previous social learning is adapted to the demands of society, the greater are the possibilities of the youth for mobility channels. This period is also the last opportunity for the youth to adapt himself to the demands of modern life through the acquisition of new abilities.

It was concluded that due to the significance of the adolescent period it would be worthwhile to investigate all of the youth in the development towns between the ages of 14 to 17. The development towns are not, however, homogeneous, and one must differentiate between three distinctive types:

1. large communities, where the division of labor is organic;
2. small and isolated communities in which the division of labor is mechanic;
3. towns located near urban centers

[* The development town was founded after the establishment of the State with the double goal of absorbing mass immigration and distributing it throughout the country. The population in each of the towns varies from 5,000 to 20 000.

The structure of the town is modern and is inhabited by people from heterogeneous origins. While the majority stem from traditional societies (Afro-Asian countries), there is a prominent minority who originate from Europe and the United States].

—which assume a middle position.

It was presumed further that the need of youth to adapt to the socialization load is higher in communities of the first type, where there is a confrontation between traditional social patterns and competitive need based on achievement and universalism. The need for adaptation would be lowest in the small, isolated development towns from the ecological and/or functional aspect, wherein the confrontation between the ability of the youth and the demands of society are more superficial. It was estimated that the small towns adjacent to urban centers would serve as intermediary points for the youth to adapt himself, since the nearby city radiates universal and achievement values to the inhabitants of the small community.

Seven towns, a sample of all the develpoment towns in the country, were selected for an investigation of their entire youth population between the ages of 14 and 17 who are registered in the census book of each respective town. The towns chosen were: Kiryat Shemona, Dimona, Beit Shemesh, Or Akiva, Netivot, Sderot and Shlomi. The data gathered on 5,090 subjects yielded information on the activities of youth engaged in studying, working, various other occupations, or who were unemployed.

The findings verified the previous hypothesis: 30% of the capable youth from the larger towns; 16% from the small, but not isolated, towns; and only 9.6% from the small, isolated towns study in academic secondary schools. Other observations were, that of the above-mentioned towns, in consecutive order, 12.3%, 22.5% and 15% are enrolled in vocational schools. A second important difference among the towns is manifested in the number of youth studying in out-of-town schools. In small, isolated towns the percentage of youth doing so is double that of youth from the other types of development towns, 21.2% as opposed to 11%. Interesting, as well, are the findings connected with unemployment: in the small, isolated communities the unemployed comprise 16.1% of all the youth, and half of them are not registered as seeking work in the Ministry of Labor office. In the large towns the percentage of unemployed reaches 13.2% but only 2.8% of them are not registered as seeking employment. The unemployment rate in the small, not isolated towns is 9.3%, among whom only 1.1% are not registered as requesting employment.

The study was conducted by Meir Cialic in close cooperation with Josef Yam, who served as statistical consultant. Publication No. 469. Research Report No. 123.

37. Vocational Training and Industrial Needs: Report on a Pilot Study In Metal Work Industry

In this survey, conducted on behalf of the Department of Vocational Training of the Ministry of Education and Culture, a host of views, opinions and suggestions of industrial engineers and administrators have been examined, regarding vocational school graduates and the specialized training needed to meet the present and future skilled manpower requirements. The object of the survey was to mediate between the supplier, (i.e., the vocational training school) and the consumer, (i.e., the industrial enterprise) in order that the schools produce graduates better equipped to meet the demands of industry.

A sample was chosen from the total population of metal plants. The population was stratified by sub-branch and plant size, the former comprising basic metals, metal products, machinery, electricity and electrical equipment, transport vehicles, excluding sanitation trucks. From each group a random sample was taken proportionate to its share in the total employment of the metal branch. Ten plants not included in the random stratified sample were also investigated because of their prominence in Israel industrial life. During the year 1966, plant engineers, managers and administrators were interviewed, and a questionnaire comprising a list of the most common skills and occupations in the metal branch was distributed. The subjects were requested to supplement the list and to specify the appropriate training for each occupation. They were asked to indicate further the types of training which should be given priority and the modifications likely to occur in the structure and contents of the occupations, as well as the skill and knowledge they require.

It was generally agreed that training for different levels of skill and ability should be provided. Posts which are presently filled by workers who have never finished elementary school will require, in the future, men with at least two years training in fundamental mechanics and other theoretical and practical subjects. For the majority of occupations listed in the survey, three and four-year vocational schools are thought to furnish the best training ground.

The addition of a fifth year for specialization in tool-making, grinding, cutting, etc., was widely recommended; and it was suggested that a fifth-year school for technicians might serve as a possible training center for production engineers. A more efficient system of selecting candidates was recommended as were drastic improvements in the existing vocational schools, with particular emphasis on staff and equipment. Additional conclusions drawn were as follows: during their studies, students should be in contact with industrial plants so as to gain a clear view of the conditions entailed in a potential job; school workshops should attempt to simulate true plant and factory conditions and work periods should be integrated into the school curriculum.

The lack of practical machine work experience among the graduates was widely discussed along with the possible causes: over-emphasis on manual craftsmanship at the expense of adequate machine practice; inadequate and/or the limited number of hours allotted to practical work. Another shortcoming noted was the lack of familiarity with the basic concepts of production engineering. Graduates seeking senior positions as technicians or foremen demonstrated insufficient knowledge of foreign languages, particularly in relation to technical terms. A general complaint among those interviewed was that graduates are not trained to consider their work in economic terms and do not possess a realistic image either of the cost of labor or the conservation of time and materials. The absence of a sense of precision was observed in planning, performance and discharge of responsibilities. This was partly attributed to insufficient training in measurement, control, concepts of alteration and quantitative rates.

The final conclusion was that opportunities should be provided by the vocational schools themselves, for further training, re-training and refresher courses, which today are administered solely by the industries. The survey was conducted by Rina Doron, in cooperation with engineer Alexander Lederer and financed by the Office of Education of the U.S. Department of Health, Education and Welfare.

The final report of the study has been published by the Institute as Publication No. 459. Research Report No. 114.

38. Vocational Schools: Relation of Curricula to Needs in the Fields of the Electrical and Electronic Industries

The purposes of this study were to evaluate the curriculum of vocational training schools, to compare it to present and projected industrial demands, and to determine the future industrial needs for workers. Consultants to the project were drawn from the fields of industry and education. The objectives of the study were to determine the modifications in vocational training necessary for providing workers who are adequately prepared for their jobs, and, at the same time, trained in such a way that during the course of their working life they will be able to receive and utilize further training in order to keep apace with technological advances.

Attempts were made to define educational objectives of vocational school curriculum for the electronics, electrical, clerical and management fields. Information was gathered from job descriptions currently in use in technologically developed countries in order to determine the information and training necessary for performing various industrial jobs. This information was used as the basis for a questionnaire which was administered to managers and engineers in order to determine the relevancy of certain educational objectives and the kind of knowledge needed to perform specific jobs.

The information yielded by the questionnaire revealed that the vocational school graduate has acquired sufficient knowledge and training. It is apparent, however, that the learning requirements must be raised in a number of specific areas.

The interviewees, who expressed positive attitudes toward the graduates, made a number of comments on the vocational education currently being provided; and they put forward practical proposals for the advancement of this kind of education. They claimed in particular that direct contact between vocational school pupils and industrial establishments should be strengthened by frequent visits to the latter. They also demanded changes in curriculum.

It appears that a considerable increase in the number of electricians and electronics technicians is anticipated; it is likely to amount to three times the present number (in the Ministry of Posts for example). It has been noted, however, that a certain withdrawal from the industry occurs for various reasons, among them continuation of studies, transfer to administrative work and dissatisfaction at work.

In conclusion, it seems that not only is a quantitative growth anticipated in the electricity and electronics industry, but certain objects will increase in importance, as well (transistors, television, etc.). New occupations will, therefore, develop, such as district inspectors, maintenance technicians and others.

The study was directed by Esther Nitzan and financed by the United States Office of Education, Department of H.E.W., and the department of Vocational and Technical Education of the Israel Ministry of Education and Culture. Publication No. 471. Research Report No. 125.

Two additional research projects in the initial stages will cover the field of clerical, management and commerce and the field of chemistry.

39. Vocational Guidance Counselling in The Israel Employment Service

The Szold Institute was requested by the Israel Employment Service to conduct an investigation of the youth counselling process in the Service. A project of this kind was considered important because of 1) the special nature of the problems of the culturally disadvantaged; 2) their large number; 3) the lack of previous experimental studies, and 4) the lack of studies on vocational guidance of the culturally disadvantaged.

There are two stages to the project; the first is a preliminary survey, the purpose of which will be to investigate the Employment Service as it is today in order to learn which factors are significant to the efficacy of the counselling process; the second is an experimental study, the purpose of which will be to make innovations in counselling procedures to increase the efficiency and the effectiveness of the counsellors.

In the preliminary survey, members of the two most numerous and problematic age groups—14 to 18 and 21 to 24—will be investigated in order to find the significant factors in their career development that have implications for developing an intervention (counselling) program, to be implemented in the second stage of the project. Thus, by means of active intervention, an attempt will be made to refute the prevalent claim that the vocational development process is irreversible.

The preliminary survey will be based on a representative sample of the clients of the Jerusalem office of the Employment Service. The sample will comprise two groups: one will be applying for the first time; the second, will be returning for additional guidance. The following variables in their backgrounds will be investigated: education, social, familial and occupational backgrounds, including work attitudes, habits, skills, and interests; expectations from the counsellors and counselling, and their satisfaction with treatment received.

Examination of the characteristics of the counsellors and the counselling process in the Employment Service will include investigations of covert prejudice, tendency to authoritarian procedures, perceived goal of counselling, description of procedures and additional training needed.

The criteria of the experimental study will be group vs. individual, age grouping and previous employment experience. The groups will be formed on the basis of the consecutive intake of new and return cases randomly assigned until each group is filled with the required number. Each group will stay together throughout the experimental study, and all groups will receive the same treatment until they reach session eight, when they will receive one of the following treatments: behavioral counselling, milieu counselling or a combination of both with the sessions equally divided.

The ultimate criteria for successful vocational counselling is the clients' adjustment to the work situation. However, because factors other than counselling, (such as the type of work obtained, interpersonal relations on the job, authority relations, etc.) certainly influence job satisfaction and adjustment, both clients and their employers will be interviewed one month and six months after placement, to elicit relevant information.

40. The Influence of Bureaucratic Institutions and Environmental Conditions on the Development of Entrepreneurship in Israel

Entrepreneurship is, in itself, a historical product as well as a response to changing economic conditions. It has, therefore, undergone changes in time, in response to changes in economic and environmental conditions. Various theories have been suggested to explain the facts. In general, there is agreement on the importance of social norms and social pressures referred to by anthropologists in terms of 'culture' and related notions. Very little has been done, however, to establish precisely what kinds of social pressures are important at particular times or places, or the way in which they specifically operate to affect entrepreneurial performance and dynamic changes in economy and society.

It is believed that a thorough study of the way in which entrepreneurs have been operating (focusing upon social criteria, their own conceptions of their functions and position, economic, legal and other sanctions which affect their ability either in a positive or negative way) will serve a wide variety of purposes. It will reveal and clarify crucial elements which should guide policy makers and public administrators, as well as investors and entrepreneurs whose cooperation is necessary in carrying out a policy of economic development. Answers to the questions of where and how efforts can be most effective involve consideration of a range of factors, economic as well as non-economic, which will ultimately affect the availability of entrepreneurs and the environment within which they can best operate.

What is the range? How can the supply of entrepreneurs be made adequate? At the same time, a study of the Israeli entrepreneur should make an important contribution to the study of economic development of the country, both descriptively and by providing a contribution to a theory of economic development.

The proposed study poses two basic questions: 1. How has entrepreneurship, of whatever kind, contributed to the economic development of the country, and 2. what is the range of factors affecting the main characteristics of entrepreneurship? A rather detailed line of questioning follows.

In treating the subject matter, attention is focused upon the discovery of social elements that have been resistant to entrepreneurship as well as the revelation of positive socio-cultural factors which have been conducive to the development of entrepreneurship. In a number of instances, considerable spadework in business activity and general economic development would have to be undertaken, and a more extensive coverage of all available materials would most likely be required.

It is a primary requirement of such a project that it be conceived as interdisciplinary in character. Indeed, it can be distinctly seen as a problem of scientific importance only through the convergence of the standpoints and theoretical resources of several disciplines. For analytical and comparative purposes, the methodological and conceptual resources of economics, public administration, political science, sociology and social psychology must all be brought into play.

Within a larger frame of reference, the empirical study is intended to reveal the underlying factors motivating the entrepreneur and his respective role in various stages of economic development. In view of the cardinal role assumed by the entrepreneur as an initiator and a main driving force in generating economic development and for consideration of the wide range of activities to be analyzed in the economic development of Israel over the past forty years, the study would provide a wide base upon which conclusions could be drawn for economics in various stages in their development process. The conclusions drawn from such analysis could well provide the ingredients for a model for economic development well suited to developing countries with the innovator and the entrepreneur at the focal point.

Dr. Avraham Michael will direct the project.

III. FIELD OF WELFARE AND COMMUNITY WORK

41. A Survey of Applied Research Topics in Sport

The purpose of the study was to produce a list of research topics in the field of sport by means of interviews with people in the field (such as physicians, teachers and organizers of sport activities, sports clubs and associations). The study intended to ascertain confirmation regarding the problems which preoccupy the men in the field, in order that the needs of these people would be considered and fulfilled.

No initial hypothesis was formulated. An assumption was made, however, that sport is a field of physical activity which encompasses also social and psychological aspects. In addition, it requires the establishment of instrumental conditions. Four major areas were therefore investigated:

1. physical and medical
2. organizational
3. social
4. psychological.

The sample was stratified rather than random. The purpose was to represent the workers in the different fields of medicine, teaching and former recommendations, were obserderal government administration, members of the local administration and members of the sports organizations), taking into consideration different sectors of the population, including Arabs.

An unstructured interview was conducted, although the interviewer directed it to some extent in the beginning. The guidance was based on a list of topics classified according to the four fields mentioned above and the relationship to social institutions. The interviewer endeavored to refrain from helping the interviewees in making their suggestions and he took care that the order of suggestions be registered according to the way in which the interviewee presented them.

The main outcome was a list of about 200 topics of research divided into specific fields and organized in an order of priorities.

The project was directed by Yitzchak Lezovsky, commissioned and financed by the Sport and Physical Education Authority of the Ministry of Education and Culture. Publication No. 462. Research Report No. 118.

42. Community Development Pattern in Netivot and Beit Shemesh (Development Towns)

The pattern of community development research in two immigrant towns was an action-oriented research project. It was aimed at laying the foundation for a new method of 'deepening the absorption' of the local population in the social, economic and cultural life of Israeli society. In the initial stage, a series of projects was suggested touching upon areas such as broadening education, establishing libraries and aiding the advancement of retarded children. The most far-reaching recommendation was to set up public councils in immigrant development towns for purposes of:

1. initiating development programs in social and economic spheres;
2. coordinating the various groups involved in the process of social and economic development of the towns;
3. encouraging the establishment of economic and cultural projects;
4. putting into effect definite programs, within the scope outlined above.

In the second phase an assessment survey was conducted by means of which the activities of the public councils, established according to the former recommendations, were observed. The results of the survey indicated considerable success in regard to the experiment in one development town and very limited success in the other. The factors which apparently accounted for the differences between the degree of success in the two towns were mainly local, demographic and political. A positive correlation was found between the effective functioning of the public councils and

1. normal activities of the official municipal authorities;

2. lack of crystallized ethnic groups;
3. modern orientation of the residents.

Following this survey, a design was laid out for a more comprehensive research which would facilitate the determining of criteria suited to the special needs of every type of town. Publication No. 475. Research Report No. 129.

43. Child Delinquency: Delinquent Behavior of Children Below the Age of Criminal Responsibility (Age Nine)

This study was the first part of a project to study and carry out intervention programs to prevent delinquent behavior among children below the age of criminal responsibility (age nine in Israel).

The first part was a survey designed to:

a) measure the extent of delinqunency among children;
b) reveal some of their characteristics and the type of offenses they commit;
c) present a tentative design for an intensive study of a sample of children in Part I, aimed at discovering the causes of delinquency in this age group.

The project was considered significant because of the following points:

1. There is a recorded rise in delinquent behavior among children in this age group.
2. Child delinquency was found to be a predictor for recidivism.
3. A survey carried out in the three main cities in Israel revealed a relatively large percentage of recidivists already among children.
4. Most of the studies on child deliquency were conducted on special selective groups brought to clinics—none dealt with a national sample.

No hypotheses were formulated in the early stage of the project. However, hypotheses were formulated at the end in order to guide the research in the record stage.

Regarding population, it was decided that no sample of delinquent minors would be taken. Instead, the survey covered all children in Israel below the age of nine in 1965 who had committed offenses, but who had not been prosecuted, as indicated in police files. A sub-sample of minors was taken from two probation offices for additional information on their families, since there was information lacking in police files.

It was found that 12.5% of minors from the study group committed offenses with siblings who were also minors. Only 16% of the population were known to be recidivists, i.e., they had committed more than one offense in the same year. In this recidivist group, 97% of them committed offenses against property.

The findings enable us to draw a profile of the typical minor delinquent. He is male, born in either Africa or Asia; his parents are new immigrants. He is the third child in a family of four or more children; his father is employed in unskilled work or manual labor. The family lives in either an urban locality in one of the new towns or in an immigrant neighborhood of a main city. The child's first offense is theft or breaking and entering. There is a tendency to avoid reporting girls' offenses. The data show that the rise in delinquency doubles once every two years from the age of five.

Native born children account for sixty-five per cent of the delinquent population. Thirty percent are from North Africa; among those born outside the country, the larger percentage is that of North Africans (eighty-six per cent). This holds true for all ages and both sexes. Asian-born children constitute ten per cent of the group. Both North Africans and Asians are over-represented vis-a-vis their proportion in the population. None of the parents were born in Israel; most are of African or Asian origin.

It was found that the lower the children's age at the time of immigration, the larger their representation in the delinquent population. This phenomenon is especially evidenced among the North Africans. The time interval between immigration and appearance in delinquent population is approximately three years. In comparison with the total population, veterans are under-represented, while immigrants are over-represented in the study population.

The children's ages do not necessarily correspond to their school grades. This is attributed to grade repetition and to dropping-out while most of them are in the second-grade (ages seven to nine.) There is a surprisingly high percentage of kindergarten children.

In the minor's family, the mother is usually younger than the father by a maximum of ten years. Most fathers are approximately 40 years of age. Only about 20% of the mothers are employed outside the home.

Families with four or more children account for 78% of the population, an over-representation in comparison with the general population.

Ecological patterns are clearly discerned: 87% of the delinquents live in cities. Of the city children, 50% live in new towns populated by immigrants. Among those living in new towns, 66% come from new development towns and many more are from the large cities. The majority live in neighborhoods and housing projects inhabited by new immigrants.

Characteristics of the offenses are as follows: 93% were directed against property; against persons—4.7%; against morality—1.3%; disturbing the public order—1%. In checking for time patterns it was found that there is no difference between the committing of offenses during school time and leisure time. It was discovered, however, that 63% of the offenses were committed during school terms, 11% during holidays, 7% on Saturdays and 16% during the summer vacation.

In terms of seasons, it was found, contrary to expectation, that the highest frequency of offenses (38%) occurred in the spring between April and June and the second highest frequency (25%) in the period of January to March.

Concerning group offenses, only 22% were committed individually; 37% were committed by two children; 23% by three; and the rest by groups numbering from four to eight children.

The procedural methods were as follows: all police files were checked and the data therein were recorded on a special form designed for computer analysis. The statistical data were analysed for the following three factors: the delinquent and his demographic and social characteristics, the offense, and the delinquent family. The offense was classified according to two groups:

a) the determining offense, i.e., the first offense committed by the child in the year under consideration, and
b) additional offenses, i.e., committed in the year of the study and recorded in the police file.

At the present time, the second stage of the project, i.e., the study in depth among a sample of those surveyed, has already begun.

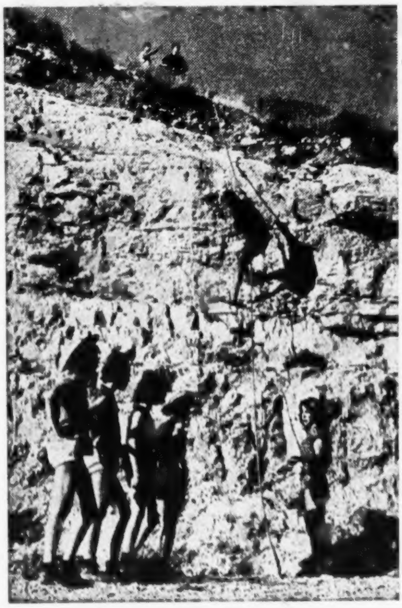
The study population consisted of 1,339 children of which 1,228 (92%) were boys and 111 girls.

This study, conducted by Dr. Menachem Amir and David Max, was undertaken at the request of the National Committee for the Control and Prevention of Delinquency and supported by the Ministry of Social Welfare.

The final report of the study has been published by the Institute as Publication No. 461, Research Report No. 116.

44. Youth Program Study

A four-year comprehensive study of informal education in Israel with special emphasis on the Gadna Youth Corps Program (a semi-military organization) was begun in 1964, directed by Professor J.W. Eaton of the University of Pittsburgh School of Social Work, in cooperation with Michael Chen, of the Szold Institute. The aim was to identify leadership techniques employed to help adolescents learn adult roles. Youth movements—'Gadna', 'Chinuch Mashlim' (extra curricular education) and other programs—were examined to discover how they approach important learning problems of adolescence, such as the acquisition of work habits, leisure time skills and preparation for national service. Included in the study were youngsters who left high school, were delinquent, or tended to rebel against the 'old ways' of their parents. Special attention was given to leadership selection and training.



The research phase was assisted by Dalit Ormian and Chana Wiener.

The study was supported by the Office of Education of the United States Department of Health, Education and Welfare. The Report, entitled **Influencing the Youth Culture: A Study of Youth Organizations in Israel,** was submitted to that Office. Two chapters are to be published as separate articles in journals.

45. Volunteers for Israel (In the Wake of the Six-Day War): Their Motives and Work Careers

With the influx of volunteers from every part of the world prompted by the Six-Day War, many questions arose concerning the motives of the volunteer, the methods and purposes of absorption, the attitude of the volunteer toward the absorption arrangements and the reality of Israel. In conjunction with the Israel Foundation for Cultural Relations with World Jewry, the Jewish Agency requested an investigation of the important aspects of the subject. Due to the War and ensuing conditions, however, it was not possible to investigate the phenomenon from its very beginning. The research was planned and conducted from the end of 1967 through 1968. Considerable data was collected and analyzed on 150 variables. This is the only research ever performed utilizing the same instrument on a sample of Jews from all over the world—it is a comparative trans-cultural study.

The objectives of the research were three-fold. First, the investigators endeavored to determine the characteristic features of the volunteer by trying to answer the question 'Who is the volunteer?' in terms of country of origin, age, sex, family status, Jewish education, secular studies, occupation, membership in youth movements and extent of participation in various organizations, extent of 'Jewishness' of family, and measure of the roots in the way of life of the general community. Then followed an attempt to examine the attitudes and combination of attitudes which form the attitudinal constellation of the volunteer; and, lastly, to pinpoint the differential attitudes, their contents and strength, in regard to the 'absorption channels'.

It was further assumed that there is a theoretical and empirical relationship among the above-mentioned factors; therefore, the research was organized in such a way as to permit the questions to be answered in a (combined) related manner. The procedure was divided into three stages: in the first, a survey was taken of 1,215 volunteers by means of a questionnaire designed to fulfill the first objective (i.e., to investigate the

characteristics of the entire population of volunteers). Subsequently, 400 volunteers were interviewed in respect to their attitudes; they had been sampled from the original 1,215 on the basis of country of origin. Finally, 40 volunteers were interviewed in depth by a team of psychiatric social workers. The interview was unstructured; the approach to the case studies was ideographic and the particular procedure allowed for an unmediated analysis on the cases.

Analysis of the findings resulted in confirmation of the hypothesis that it is possible to distinguish specific 'profiles' of volunteers from different countries with the United States at one extreme pole; Latin America at the other; and Great Britain, Western Europe and South Africa in the middle. Consistent results were borne out, in accordance with the scale, regarding the volunteers' attitudes toward 'aliyah', immigration, permanent settlement, ethnic identification and religious commitment, among other factors.

One example of the many clear-cut patterns which emerges is as follows: an American Jew who contributes a year of volunteer service strengthened his Jewish identity without having minimized or contradicted his American identity. A Latin American Jew, on the other hand, feels that he cannot be both a good Jew and a good Latin American at the same time. He resolves the conflict by either choosing to immigrate to Israel or by remaining permanently in Latin America. The Latin American volunteer who comes to Israel initially for a year does so with a view toward 'aliyah'. In accordance with the same continuum, the volunteers from the United States were the most religiously inclined, the Latin Americans were the least, and the others moderately religious.

This research has been commissioned and financed by the Jewish Agency. Publication No. 473. Research Report No. 127.

46. Concentration and Segregation of Geostatistical Distributions: New Methods and Exemplary Illustrations

The present research project is aimed at solving methodological issues with regard to the analysis of geographical-statistical (geostatistical) data. The major issue concerns the demonstration and quantitative measurement of the discrepancy in the distributions of two geostatistical series in a given territory.

A measure termed 'divergence index' is recommended for the general measurement of discrepancy. Two cases are of special interest: one concerns the measurement of divergence between a given population and subgroup of it ('segregation'); the other deals with the comparison between a given population and the theoretical equidistribution (i.e., the uniform distribution). The latter case is known as the measurement of the 'concentration' of a geostatistical distribution.

The suggested methods are based on a model termed the 'Demographic Inductance Model' which is closely connected with the potential model introduced by J.Q. Stewart et al. It is maintained that the new methods improve both the potential model and the measurement of concentration and segregation in current use.

To demonstrate the possible applications of new methods, a series of 'case studies' has been compiled, based on actual statistical data of the United States, France and Israel. The case studies encompass a variety of fields, such as agriculture, education, health and demography.

The research was conducted by Josef Yam, under the guidance of Professor Roberto Bachi of The Hebrew University, in preparation for his doctoral thesis.

The study is still being continued and elaborated under the direction of Professor Bachi; therefore, the current conclusions should be considered as tentative. The pre-publication in English by the Szold Insti-

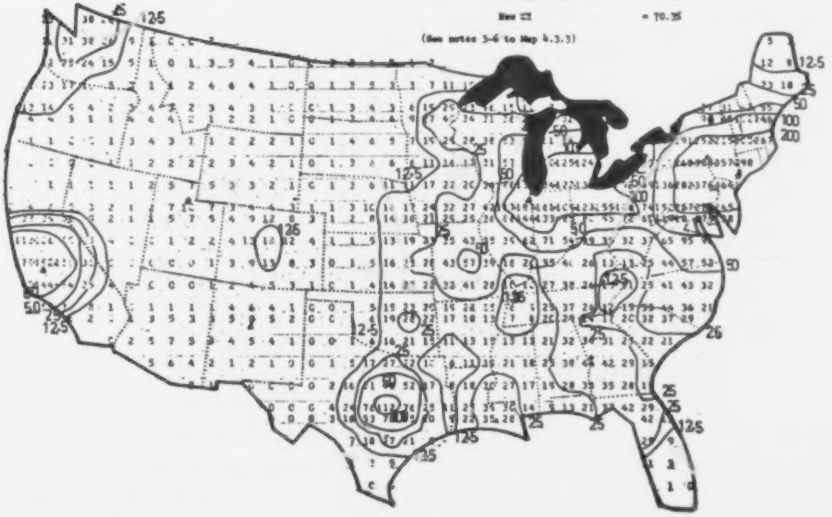
Map 4.4.8 E - Relative potential, urban population, U.S.A., 1950

Median in map = 10

Multiplication Factor = 6.23

New CI = 70.35

(See notes 3-6 to Map 4.3.3)



tute is by permission of The Hebrew University. Publication No. 478.

47. Neighborhood Relations in an Immigrant Quarter (A Social-Anthropological Study)

The project explored emerging patterns of social interaction in an area of immigrants from Kurdistan. The research aimed at a comprehensive description in regard to social change: how new patterns of values develop and how they relate to new patterns of social action. The study examined the usefulness in the field of the concept of a traditional modern continuum and the question of whether social change can be introduced in groups other than the 'élite'. Finally, the study sought to provide community action programs with the necessary background information and insight for fulfilling their missions.

The residents of the area are, for the most part, families which came to Israel from Kurdistan during the years of mass immigration following the War of Independence in 1948. These families are large and live in low socio-economic, high density conditions. Community ties are based on shared experience in temporary camps **(ma'abarot)**, resettlement, and long residence in the present-day locale. The community is isolated from the surrounding neighborhoods through its location on the periphery of the city and through its reputation as a low-prestige area.

The research procedures used were those of social anthropology, participant-observation. The researcher lived in the selected community and participated actively in the daily life of the population. The researcher sought to reach deep understanding of local action and values within their social contexts. To this end, repeated visits were made to family and ritual functions, local schools, ethnic synagogues and various courses for adults. Particular attention was devoted to the social life of women; this is a theme on which very little is known. In view of an assumption widely held that women constitute the most conservative element in Israel's traditional Oriental populations, attaining an insight into this section of society, is desideratum. A questionnaire was administered for information which can only be collected by survey methods: demographic, occupational and educational information; kinship connections within the community; use of local services; and movement into and out of the community.

Some of the specific questions studied were:

1. **The Role of Education in Upward Mobility:** The extent to which education is used by parents to encourage

upward mobility for their children is under study. Cases were examined in which parents have arranged primary schooling outside the district in which they live.

2. **The Relationship between Reproduction and Social Mobility:** Cases were collected to elucidate the social consequences of unlimited and limited childbearing and the concommitant social values.

3. **Conflict and Conflict-Avoidance Patterns:** The community under study is one cross-cut by alternative value-systems (Family/Community, Traditional/Modern, Ethnic/National, etc.). Evidence was collected to find out the conflict and conflict-avoidance patterns.

4. **Orientation to the Values of the Wider Israeli Society:** 'Youth Culture' was examined within the community context. In connection with this problem the roles of 'standing groups' and 'street-corner gangs' were studied.

5. **Restriction of Aspirations by Cultural Values:** Data was collected concerning aspirations on the part of the younger, Israeli-born generation

of the community, and ways in which aspirations are bounded by community values.

Preliminary findings are as follows:

a) The intricate network of relationships, which characterizes the social structure of the neighborhood, gives rise to various behavioral expressions. Extensive blood ties among local residents characterizes a system of local solidarity and mutual cooperation. Kinship is basic to social life in the neighborhood and forms a model for other relationships of a non-kin nature. Residents express their solidarity through a self-image of contact or **kesher** which emphasizes their concern with each other's problems. This sense of 'contact' also finds expression in local aggression, which tends to be a neighborhood event. Aggressive behavior is influenced by local public opinion and tends to dramatize tensions in the local social system. The frequency of physical aggression affects the younger generation of the neighborhood by developing attitudes of aggression in any situation of conflict.

b) There exists a widespread lack of communication between the local residents and the new immigrants from Western countries who have been settled on the neighborhood boundaries. The local adult generation either ignores the newcomers entirely or projects onto them an image of transience such as 'students', and the immigrant housing estate 'hostels'. Where contact takes place between the new immigrants and the younger generation of the neighborhood, one effect is to invoke in the local youth a feeling of of shame towards those aspects of local life which are based on Middle Eastern traditions.

c) Local social relations are open to conflict on various levels and the resultant conflict avoidance devices strongly influence social behavior. The effects are to limit social participation beyond the neighborhood and to strengthen the bonds between local residents as a social unit. The limitation of aspirations and the sense of community tend to be mutually reinforcing.

d) An examination of the local election campaign of 1969 revealed certain aspects of neighborhood social relations. The local version of the national election campaign both influenced and was influenced by local social relations, through a partial redistribution of leadership roles, and changes in the status structure of small groups. A situation of mutual exploitation between political parties and potential voters developed through the routinization of campaign methods and the lack of rapport between party officials and the local resident.

The project was under the general supervision of Dr. S.N. Deshen, of the Department of Sociology, Tel Aviv University, and was carried out by Donna Shai. Publication No. 499. Research Report No. 149.

48. Social Mixing at a Community Center Between Adults of Eastern (A-A) and Western (O) Origins

Adult membership in the Jerusalem Hebrew Youth Center is voluntary (with payment of dues) and includes members from both Eastern and Western origins. The purpose of this study is to examine behavior and attitudinal changes in 200 adults, both men and women, with regard to social mixing between groups inside and outside of the Youth Center as a result of participation in Center activities.

Groups of new members and old (at least four months' membership) were given a questionnaire designed to elicit the above-mentioned attitudes and behaviors. Also included, though not part of the primary purpose, were questions concerning attitudes toward persons of opposing religious beliefs and practices. Results for the new and old members are being compared to find differences that may be attributed to activities at the Center. After four months, the 'new members' group will be followed-up and tested again to ascertain differences attributable to activities at the Center.

Should the hypothesis—that participation in activities with members of different origins does work to increase favorable behavior and attitudes to social mixing—be confirmed, impetus will be given to establish similar centers around the country.

The research is being carried out at the request of the Josephthal Foundation under the direction of Dr. Isaiah Guttman and Shlomo Arad, assistant.

49. Social Mixing at a Community Center Between Children of Parents of Eastern and Western Origins

The purpose of this study is to investigate:

a) the degree to which members of a youth center interact socially with others from different ethnic groups, both outside and within the Center;

b) the degree of influence that participation in sports at the Center has on changes in behavior and attitudes toward such social interaction.

In addition, comparisons of attitudes and behaviors will be made between groups at the Center and groups at other institutions, such as a sports club and neighborhood community centers.

Six groups will be used in the study (the first three at the Center):

1. heterogeneous
2. homogeneous eastern (A-A)
3. homogeneous western (0)
4. sports club
5. eastern (A-A) youth group (not primarily sports-oriented)
6. western (0) youth group (not primarily sports-oriented).

Measuring instruments will include friend preference indicators and attitude questionnaires completed by each subject and sociogramic procedures carried out by observers. While data has not yet been collected, analysis will center on comparing attitudes and social preferences of the youth relative to their degree of participation in organized sports. Discovery of a high positive relationship will encourage formation of more organized sport for Israeli youth.

This study is being conducted by Dr. Isaiah Guttman and Shlomo Arad. It was requested and is financed by the Sport and Physical Education Authority of the Ministry of Education and Culture.

50. Juvenile Delinquency: A Follow-up Study

Many studies have shown that a high rate of adult offenders started their criminal career at an early age. It was also found that those who began their delinquency early in life appear to be more dangerous as criminals when adults.

These findings and other data focus our attention on the special problem of very young offenders. The minimal age with which most of the studies dealt was the age which corresponds to the age of criminal responsibility in a particular country.

Studies dealing with delinquency under the age of criminal responsibility are rare. The available studies differ in methodology, purpose, definitions and theory. The study of Amir and Max (1968) is the first study known in Israel which tries to illuminate the extent of the phenomenon in this country. In their study, Amir and Max tried to show the extent of the phenomenon in the first place, and then to relate certain socio-economic variables to it.

In Israel, the age of nine was determined as the age of criminal responsibility. This age effects the treatment of various social agencies (police, prevention and probation services).

The age of "criminal responsibility" differs from one country to another, expressing, in turn, the uncertainty of what should really be the age of criminal responsibility. Basically the determination of such an age depends not only on moral factors, but also on correspondence to the stage of psychological and biological development of the young offender. The critical question in this respect is: What are the criteria, or what should these criteria be, in order to determine the age of criminal responsibility?

Increasing or decreasing the criminal responsibility age directly effects the social systems which deal with juvenile delinquency. These effects should be taken into account when the criminal responsibility age is determined.

The present study is a follow-up to the Amir and Max 1968 Study. Its purpose is to compare two experimental and one control group in a number of variables, such as self-image, moral judgment, and career of treatment.

The experimental groups consist of those who stopped their delinquent behavior at the age of nine and a second group of those who continued after the age of criminal responsibility. Such comparisons may illuminate certain basic differences between the experimental groups and the control group. They may suggest some new ideas to evaluate the circumstances which can help determine the age of criminal responsibility.

This study will also determine how many of those who were involved in delinquent acts before the age of nine later joined the population of juvenile delinquents.

This study by Dr. David Shichor and Shlomo Arad will be completed in 1971.

51. Voluntary Work within Families of Low Socio-Economic Status: Prejudice, Change and Behavior

This is a follow-up on the work of volunteer women from WIZO (Women's International Zionist Organization) in a middle-size town. The women adopted troubled families to raise their economic and cultural levels in order to lessen the gap between these families and modern Israel society. The aims of the project are:

1. To investigate the changes which later occur in the families in comparison with the starting point as well as in comparison with similar families who were not rendered assistance.

2. To investigate the changes in the attitudes of the volunteers, themselves.

An experimental attempt will be made to develop a model for measuring the effectiveness of treatment rendered to families in need of welfare. To this end, the following indices were developed:

a) The Index of Inherent Potential: assessing the objective situation of the family and its propensity for change.

b) The Index of External Potential: the result of change and the distance from the objective current situation, types of agents of change and their quantitative number.

Three verbal questionnaires were given:

1. A questionnaire to the social worker treating the family—which includes items relating to the socio-economic status of the family and questions about openess to change.

2. A questionnaire to the members of the family undergoing treatment—utilizing indirect measures for assessment of openess to change and readiness for adapting the values of modern society; assessing pre-conceived notions of stereotyped images and social distance.

3. A questionnaire to the volunteers who mainly investigate stereotypes and social distance.

The Thematic Apperception Test was given to families undergoing treatment as well as to the volunteer women. The test is intended to investigate the following:

a) to what extent did they internalize the values of modern society, such as achievement, law and order, family life and work;

b) problems of bitterness, disaffection and a feeling of deprivation.

The intention is that the different questionnaires and the T.A.T. are to be distributed at the beginning of the project and again after the volunteers will file a report on their activities and will describe the reactions of the families.

Dr. Chanan Rapaport, assisted by Dan Miller, is director of the project.

52. Community Action Programs for the Control and Prevention of Delinquency

The proposed study constitutes a separate but integral part of a master plan of interrelated treatment programs to be organized and executed as a demonstration action-research project with the following aims:

a) to control and prevent juvenile delinquency in two communities, one deteriorating and one developing, i.e., to prevent further acts of delinquency by known offenders, and to keep others, exhibiting signs of maladjustment, from becoming delinquent;

b) to expand the life opportunities of socially and culturally disadvantaged children.

The four objectives of this master action research plan are:

1. to execute a series of ecological and demographic surveys in the two communities, in order to learn their social and cultural problems; to ascertain the needs of those areas in the realm of services for youth; to plan and coordinate the services for children and youth; and to expand and improve them;

2. to plan and create community organization in the target localities;

3. to test and examine various kinds of individual and group treatment and services for children and youth and to test the possibility of integrating them;

4. to provide evidence of the effectiveness of the specific programs in altering the rates of delinquency in the target localities through continual evaluative research.

In general, it is expected to show the merits of planning services through research and to implement community action programs based on identification of needs, with the objective of integrating and developing services for youth. In addition, the possibility of coordination of services is to be investigated, in order that it may serve as a model for other programs in Israel.

A deteriorating and a developing community, both with continuously high delinquency rates, will be chosen to participate in this project.

The instruments to be used will include all those necessary for conducting surveys, establishing community organization, working out evaluative procedures for the different treatment programs, as well as other activities relevant to the execution of the various stages in the complete project.

The following procedural methods are to be employed:

1. the collection of two target localities after comparison of delinquency rates in several communities;

2. surveys to locate the community's needs, strength and logistic aspects (such as resources), which will be conducted with the help of local residents;

3. examination of the target populations, i.e., children and youth;

4. establishment of structural arrangements, i.e., community organization, coordination of services and research facilities for planning, research, treatment and evlauative activities.

To date, the master plan as well as specific parts of it have been formulated. A major document has been published which lists the existing up-to-date literature on community action programs for the prevention of delinquency and other community programs. Analysis of the Israeli scene is also presented in terms of the problems of delinquency and the various services and programs devoted to the control and prevention of juvenile delinquency.

The study was sponsored by the Ministry of Welfare and conducted by Dr. M. Amir. It was published as Publication No. 458.

53. A Study of Violent Behavior Among Clients of Welfare Offices, Public Medical Clinics and National Empolyment Services in Israel

The proposed study constitutes an attempt to examine violent behavior of clients in three aid and care-giving services with the following specific aims:

1. Comparative knowledge: In many countries social classes are emerging which demand a say in welfare programs. Resentment toward inaccessibility to existing welfare systems is expressed not infrequently by means of violent behavior on the part of individuals and groups. Analysis of this phenomenon and the practical outcomes of this study can serve, therefore, as a test case for developing countries interested in furthering their public welfare services, and as a significant example for developed countries which are embarking upon 'welfare state' schemes.

2. Prevention: The research can help in devising intervention measures to alleviate and prevent this type of behavior.

3. Theoretical knowledge: It is

believed that the study will enrich the theoretical knowledge of this type of behavior and of violent behavior in general.

A preliminary survey of the problem, restricted to welfare offices, was carried out for the Commission on Violent Behavior in Social Welfare Bureaux. As a result of this survey and a report which was issued, the decision was made to enlarge the study to include other aid and care-giving offices and to study other types of disruptive behavior, such as sit-in strikes and child abandonment in welfare offices.

No special hypotheses have been developed as yet, but the main variables have already been chosen. Among them:

a) The clients: demographic and social characteristics; mental and emotional conditions; client's objective and subjective predicaments; aspirations and attitudes; client's interpretation of his own behavior;
b) The services: the services rendered to the client prior to his violent action; the kind and manner of services given; facility or difficulty encountered by the agencies due to circumstances other than the client's resistance;
c) The event: the *modus operandi* of the action;
d) The worker and his background;
e) The client-worker relationship.

The population of the study will consist of a representative sample of clients who have behaved violently, as indicated by the service agencies. The instrument will include questionnaires and interviews with clients and workers. Personal files and agency files will be consulted. A theoretical background is provided by the above-mentioned Commission report, which, together with an investigation of certain aspects of the problem, demonstrates the relationship between the variables mentioned above.

The study has been proposed by Dr. Berochenbum.

54. International Study Group for Early Child Care

In the summer of 1969, the International Study Group for Early Child Care convened in Bellagio, Italy. Dr. Joseph Marcus of the Jerusalem Infant and Child Development Center and Dr. Chanan Rapaport, Director of the Henrietta Szold Institute, were the representatives of Israel.

The convention decided to execute a comparative study of the existing service facilities for children in ten countries: the United States, the Soviet Union, Sweden, Hungary, Poland, Israel, France, England, India and Switzerland.

The study will encompass children from the pre-natal stage to the seventh year, excluding physically and emotionally handicapped youngsters. It is hoped that maximum advantage may be extracted from the experiences and methods used in the various countries. The findings of this survey will be published in a special volume in which one chapter will be devoted to each country.

Within this framework, a survey is being conducted in Israel of all areas of service. Some of these services are sponsored by the government, some are municipal and others are under public or voluntary auspices.

The services investigated are in the field of education, such as kindergartens and day-care centers; the field of health, such as well-baby clinics and the preventive projects of the Ministry of Health; and the field of welfare, including the activities of the Ministry of Social Welfare and local authorities in the rendering of financial assistance and in the arranging of adoption and institutionalization of children.

Information regarding each variety of service was gathered:

1) A historical survey of the service.
2) Its educational ideology, explicit or implicit.
3) The organizational structure of the service, including the lines of authority, and the images of the role-occupants with their own job definitions and the definitions of the roles of others.
4) The budgets and personnel composition of the service.
5) A description of the service's action programs.
6) Educational frameworks for pre-service and in-service training.
7) Publicity material disseminated by the service.
8) Work methods of the staff, with special emphasis on the communication with parents.

The findings are partially summarized at the present time as follows:

A. Field of Education: The compulsory kindergarten program for five-year-olds in Israel is universal and normative for all strata of society.

In contrast, only part of the total population of three and four year old children enjoy such facilities. The children of this age group who belong to urban families of higher income usually attend private kindergartens, most of which do not benefit from official supervision of any kind. On the other hand, children who come from culturally disadvantaged backgrounds usually attend government or public kindergartens and day care services. When they do attend private facilities—which seldom occurs—public agencies usually pay the children's fees. There is no possibility of estimating the percentage of children enjoying private services because no central registration of private kindergartens has been made.

The special programs for culturally deprived children occupy a central place in the educational efforts of the country. The aim is to eliminate the cultural handicaps of these chidren.

The "active first grade" is an interesting innovation in this area. There is no frontal teaching in this program; instead, simultaneous activities of several groups (each group composed of four to five children) all pursue their work under the supervision of a teacher.

B. Field of Health: The well-baby clinics are visited by mothers universally. This service is available to every pregnant woman and every child. The services rendered include regular checkups, innoculations and guidance for the mother by a public health nurse. The quality of these services has been found to be on a generally high level. The clinics have the potential to offer care to the child until he begins school.

זהירות - מונעת אסון

In light of the widespread reliance on these facilitiees during the period of nursing, it is, therefore, paradoxical to discover that most mothers cease their visits towards the end of the child's second year. From this it is apparent that a significantly large proportion of Israeli children do not benefit from the preventive services which are available to them from the third to the sixth year of their life.

C. **Field of Social Welfare:** A sophisticated network of services exists which includes various programs for financial support and tax-exemptions based on the number of children in each family; payments of National Insurance cover the expenses of childbirth and post-delivery absence from work.

A major problem in the area of welfare exists because of the numerous voluntary and public organizations which are active in similar spheres. These continue to function and interact according to residual patterns which reflect their common pre-state sectional origins.

Not infrequently impasses occur for which no solution can be found since they do not fall within the province of a single agency. All too often, several peripheral agencies deal with a given aspect of the problem. Thus, the sharply-splintered major issue is not completely resolved.

The present survey also observed patterns of child-rearing on the kibbutz, where there does not exist any compartmental factions in education, health and welfare.

Miriam Burris, Meir Cialic and Miriam Glikson of the Szold Institute assisted Dr. Marcus and Dr. Rapaport in their survey.

PROJECTS IN THE PLANNING OR INITIAL STAGES

1. Vandalism in Elementary Schools

This is the first phase in a larger project to assess the scope of this phenomenon, the differential distribution of acts of vandalism among different schools, classes and individuals, and the variables related to it. In the first stage, attempts will be made to formulate hypotheses about the variables of class, the pupils who are involved in acts of vandalism, and situations conducive to such acts.

The differential influence of variables will be investigated from the point of view of:

a) age and sex;
b) type of schools (religious, secular);
c) neighborhood in which school is located (rates of delinquency, opportunities for recreation);
d) temporal patterns (during or after school day, holidays, etc.);
e) type of property damaged and patterns of *modus operandi* (individual or group behavior).

The significance of the study is obvious when considering the fact that vandalism in school implies problems of: school administration and curriculum; opportunities for recreation; disturbed or delinquent youth; the venting of feelings of dissatisfaction and deprivation in school. Wider knowledge of this kind of behavior may help to ameliorate the problems or solve the conditions which are at the basis of this phenomenon.

Specific hypotheses about vandalism in school will be tested after completion of the first stage of the study, which will measure the scope of this kind of behavior, the type of damage done and basic characteristics of those involved in it.

A monthly questionnaire will be given to all elementary school principals in Jerusalem to check acts of vandalism in each class according to type of damage and kind of property damaged.

After the questionnaires are analyzed, the schools will be classified according to degrees of vandalism, along a continuum of vandalism from 'least vandal' school and classes to those on the extreme pole.

The second stage will involve an analysis-in-depth of 'most vandal' and 'least vandal' schools and 'most vandal' students. The first stage has been planned already and final negotiations are being held with the schools.

This project will be directed by Dr. Menachem Amir.

2. Tutorial Counselling

The Ministry of Education and Culture has recently been placing a great deal of emphasis upon individual attention for the pupil and his progress according to his talents and abilities. It is obvious that new ways of activity must be sought and primary consideration must be given to the problem of diagnosing the pupils to whom a program of tutorial counselling would be directed. Following this, suitable measures for treatment of these pupils must be found.

The educational system is not geared to individual analysis of all of the classes due to a lack of both psychological counsellors and financial means. It was therefore decided that a set of group tests be constructed in order to provide the instructor with an effective tool for (familiarity with) his class and the identification of those pupils who are encountering difficulty in their studies and who could benefit from tutorial counselling.

The Szold Institute will attempt:

1. To establish group tests suitable for the tutorial counselling activity.
2. To offer constructive suggestions regarding the operative action of the activity in the framework of the post-elementary education system.
3. To take practical measures and render guidance to the staff in order to achieve effective tutorial counselling activity.

The research will be conducted by Dr. Sara Smilansky.

3. Identification of Children with Potential Educational and Personality Problems

In any school system there is a certain group of children who exhibit personality or character disorders which inhibit scholastic progress in school and promote a number of problems generally associated with such disorders. The earlier identification can be made of children with potential disorders, the greater the chance of preventing their occurrence or, at least, of alleviating their severity. The purpose of this investigation is thus to evaluate techniques designed to screen and identify children with potential personality disorders.

The first stage will consist of the identification of variables which predict future personality character disorders in children and the development of instruments and indices for their measurement, such as achievement ratio, teacher and self-ratings, and others.

The second stage will consist of development and application of statistical cut-off techniques to maximize the efficiency of the utilization of the scores, and to compare this 'statistical prediction' with predictions made on a given sample of school children by qualified clinical psychologists.

The final stage will consist of a follow-up of results from the comparison study.

ADDITIONAL PROJECTS IN THE INITIAL OR PLANNING STAGES

1. The New Reform in the School System—Parent Expectations, Resistance and School Organization
2. The Teaching of a New Language to Foreign Students—A Vocabulary Treasure and its implementation
3. Development of Diagnostic Tools for Pre-School Detection of Learning Problems
4. Quantitative Methods in Educational Planning
5. Development of a Classification Battery for Selecting Students for Homogeneous Groupings
6. The Teacher—His Role, Self-Satisfaction, In-Service Training and Termination of His Career
7. Problems in the Educational Development and Achievements of Youth in a Development Area of New Immigrants
8. Reasons for Dropping-Out from the School System and Ways for Enlarging the Student Population

9. The Effects of Auditory Versus Visual Presentation of Materials on Subsequent Recall
10. Multi-Dimensional Day Nursery Training of Retarded Children
11. Social and Psychological Factors Determining Career Decisions of Adolescents
12. Achievements in the Study of Citizenship in the Educational System
13. Introduction of Women to the Labour Market (Psychological and Sociological Factors)—An Experimental Design of Attitude and Behavior Change
14. The Public Worker—Change of Interpersonal Relationship Between Clients and Public Servants
15. Sport Activities Within a Working Framework (Within a Day's Work) and its Influence on Human Relations and Productivity
16. Ethnic and Psychological Aspects in the Treatment of Chronic Illness
17. Preventive Work in Mental Health Within the School System—Development of Group Tests for Identification of the Vulnerable Students
18. Different Action Models for the Absorption of New Immigrants from Different Cultures and Various Social and Economic Backgrounds
19. Street Corner Gangs—Action Models and Follow-Up
20. The Social Worker and the School System
21. Community and Culture Centers—Catering to Clientel and Culture Consumption
22. A Center for the Advancement of Parent Education
23. A Survey on Education and Training for Reading
24. Selection and Evaluation of Israeli Representatives Abroad
25. Moral Judgement of Youth Leaders in Israel
26. A Model for Computer Analysis of Results of Final Examinations
27. A Survey of Comprehensive Schools in Development Towns
28. Development Towns—Development Councils and the Deepening of the Absorption

PUBLICATIONS OF THE SZOLD INSTITUTE

The Henrietta Szold Institute edits and publishes a wide range of materials. On the professional level, the most important publication is **Megamot,** Israel's Behavioral Science Quarterly. Seventeen volumes have been produced since 1949. The journal includes summaries of research done by the Institute and other research agencies as well as individuals; critical papers in the behavioral sciences; and translations of relevant articles printed in foreign professional journals. Published in Hebrew, each issue of **Megamot** includes English summaries of the major articles.

The Institute also publishes in Hebrew original books and monographs as well as translations of professional works written in other languages.

In cooperation with the Ministry of Education and Culture, the Institute publishes the following series of pamphlets intended to meet the needs of teachers and leaders of school clubs, community centers and youth movements:

1. **Library for Complimentary Education**

To meet the needs of leaders of school clubs and community centers, this material is generally of a practical nature with content geared to meet the interests of culturally deprived children who participate in these groups.

2. **Library for Social Education**

Designed for the use of secondary school teachers who lead special interest groups or provide supplementary education, the articles are of topical interest of a diverse nature—theater, music, fine arts, literature, and political, historical and social issues.

3. **Pro and Con**

A bi-monthly magazine which provides material for citizenship education programs in both formal and informal educational settings, the format is similar to that of a newspaper or periodical. Each article is designed to show different aspects of and approaches to the issue under discussion. For each subject—such as internal policy, economics, art, youth problems—background information, questions, summaries and points for discussion are provided for use in group discussion.

4. **Youth Leader's Library**

For the use of leaders in youth movements, many types of publications are included in this series: material about adolescence, psychology, delinquency and problems of youth; booklets designed to widen the leader's education and horizons; practical material to help the leader in his actual work with children. The pamphlets cover such diverse topics as camping, geography, decoration, music, history, art, Judaism, literature, philosophy, education, sociology and economics.

CHILD AND YOUTH WELFARE SERIES*
(LEMA'AN HAYELED VEHANOAR SERIES)

Neglected Children in Jerusalem, 1942.
Vocational Training of Handicapped Children, 1942.
Girls at Work: A Study of Conditions of Work and Degree of Education of Working Girls, 1942.
Brill, M.: The Measurement of Personal and Social Adjustment in Children, 1943.
Theory and Practice in Vocational Guidance, 1943.
Natural Increase in Palestine and the Future of the Jewish Community, 1944.
Bacchi, R. and Ben-Ishay, B.: Jewish Pupils in Jerusalem, 1944.
Malinovsky, B.: Special Education in Palestine for Physically Handicapped Children, 1944.
Frankenstein, C., et al.: Juvenile Delinquency, 1944.
Fuerst, O.: The Absorption of Child Immigrants by the Yishuv: A Study of the Problem of the Country's Absorptive Capacity, 1944/5.
Frankenstein, C., and Naddad, A.: An Attempt to Combat Neglect Among Youth, 1945.
Planning of Children's Homes, 1945.
Löwenthal, E.: Legal Problems Connected with Placement of Children in Families, 1945.
Baclear, Sh. and Grossbarth, P.: Vocational Guidance: Two Practical Illustrations, 1945.
Guide to Welfare, Educational and Health Institutions for Children in Haifa, 1946.
The Children in Europe During and Since the War, 1946.
Oesterreicher, G.: Early School Leaving in Jerusalem, 1947.
Malinovsky, L. and Dauber, M.: The Occupational Interests of Urban Youth, 1947.
Eisenstadt, S. N.: Introduction to the Study of the Sociological Structure of the Oriental Groups, 1948.
Adar, L.: The Youth Center: Its Structure And Activities, 1948.
Thon, H.: Thirty Moroccan Families in the Old City of Jerusalem, 1948.
Kadinsky, D.: The Diagnostic Value of the Rorschach Test, 1948.
Weiss, R.: Group Therapy.

---

* out of print.

"METHODS AND TRENDS" SERIES*

1) The Youth Detention House in New York.
2) Gelinet, H.: The Structure of Social Work in England, 1949.
3) Frankenstein, C., and Adar, L.: The Treatment of Maladjusted Children by the Jewish Board of Guardians in New York.
4) Adar, L. (ed.): Closed Educational Institutions.
5) Gluckman, S.: Juvenile Courts in Various Countries.
6) Soviet Legistlation Concerning the Placement of Orphaned Children—(trans. from the Russian).

A Monthly Survey of World Educational Literature

This is a monthly compilation of analyses based on periodicals and books which are published abroad. It covers central subjects, problems, new methods, experiments and research crucial to the field of education in various countries.

The following topics have been covered:

- Problems of Educational Background in the Light of Racial Differences (in the U.S.)
- Foundations, Reform and Planning (a. in Welfare States; b. in Developing Countries)
- The Disadvantaged Child—Problems of Education and Counselling
- Between Universities, Government and the Public
- Problems of Teachers and Teaching
- Religion and Education
- Reform in Education in Several European Countries
- Education and Culture Behind the Iron Curtain
- The Comprehensive School in England
- The Comprehensive School in the United States
- Programming and Technology in Education.

This survey is commissioned and financed by the Ministry of Education and Culture and is prepared by Miriam Glikson.

---

* out of print.

BOOKS AND MONOGRAPHS
(In Hebrew)

* Adar, L., and Orr, L.: Follow-up of Graduates from Teachers' and Kindergarten Teachers' Training Colleges, 1962.

Bowlby, J.: Separation from the Mother and Its Influence on the Child's Development (abridged translation of the report to W.H.O.), 1957.

Chen, M. (ed.): Adjustment of Youth to Israeli Society: Summary of a Symposium, 1961, 96 p.

Chen, M., Doron, Rina and Yaziv, G.: The Value of the Bagrut Matriculation Examinations in Predicting Success in Higher Studies, 1966.

Chen, M., Nevo, D. (Schiffenbauer) and Doron, Rina: Uniformity and Diversity in Leisure Activities of Secondary School Students in Israel, 1966.

Cohen-Raz, R.: As Other Boys: Rehabilitation of Disturbed Youngsters in a Youth Aliyah Group, 1963, 120 p.

* Feitelson, D.: Causes of Scholastic Failure in First Grade, 1953.

* Feurstein, R. and Richelle, M.: Children of the Meilah: The Education of Young Immigrants from Moroccan Ghettoes, 1963, 240 p.

* Frankenstein, C.: The Significance of the Concept of Cause in the Study of Juvenile Delinquency, 1956, 81 p.

Frankenstein, C.: Poverty, Disturbance and Primitivity, 1957, 215 p.

* Glueck, S. and Glueck, E.C., Cohen, A.K., Scott, D.H. Tappan, P.W. and Friedlandler, K.: Some Approaches to the Etiology of Juvenile Delinquency (translation of selected papers by those authors), 1958, 85 p.

Orr, L.: Follow-up of Students Who Completed Eight Grade and Continued in High School, 1957.

Orr, L.: Curriculum Choices of a Group of Eighth Grade Students who took the Israeli "Seker" Test in 1957, with Emphasis on "Norm B".

* Ortar, G.: Psychological Testing, 1952.

* Rotem, J. (ed.): Mothercraft Guide, 1953.

* Slavson, S.R., Dawes, L.N., Bettleheim, B., Loosli-Usteri, M. and Allen, F.H.: Psychotherapy with Children: Six Case Studies (translation of selected papers), 1954, 83 p.

Smilansky, M.: The Social Implications of the Educational Structure in Israel, 1957, 92 p.

---

* out of print.

Smilansky, S.: Technical Report on the Countrywide Survey of Mentally Retarded Children, 1961.

*Towle, C.: Common Human Needs, Principles of Social Work (translation), 1951.

Yam, J.: Results of Final Examinations in Vocational and Technical Schools, Academic Year 1961/2.

Yam, J.: Results of Final Examinations in Vocational and Technical Schools, Academic Year 1962/3.

Yam, J.: Results of Final Examinations in Vocational and Technical Schools, Academic Year 1963/4.

Yam, J.: Results of Final Examinations in Vocational and Technical Schools, Academic Year 1964/5.

(In English)

Frankenstein, C. (ed.): Child Care in Israel, 1950.

Frankenstein, C. (ed.): Between Past and Future: Essays and Studies on Aspects of Immigrant Absorption in Israel, 1953, 335 p.

Jarus, A., Marcus, J., Oren, J. and Rapaport, Ch. (eds.): Children and Families in Israel. Some Mental Health Perspectives. Gordon & Breach, New York, 634 p., 1970.

Levy, A. and Horowitz, Chana: A Model for Evaluation of Educational Achievements in History. 1970.

Rapaport, Ch. and Jedlicki, W.: Social Planning and Research—Some Implications for Mental Health. 1970, 110 p.

Smilansky, M., Weintraub, S. and Hanegby, Y. (eds.): Child and Youth Welfare in Israel, 1960, 334 p.

The following material, published by the Institute in Hebrew, has been translated into English and published by other agencies:

Parnas-Honig, T.: Training Youth from New Immigrant Settlements: A Study in Youth Aliyah Education. Published by The Child and Youth Immigration Department of the Jewish Agency, 1960.

Smilansky, M. and Adar, L. (eds.): Evaluating Educational Achievements: Summaries of Some Studies Carried Out by The Szold Institute on Schooling in Israel. UNESCO Educational Studies and Documents, No. 42.

---

*out of print.

YOUTH PUBLICATIONS

(Incorporating: The Youth Leader's Library, The Library for Complimentary Education, and the Library for Social Education)

Education and Psychology

Chen, M. and Avisar, R.: The Group as an Education Framework, 1961, 42 p.
Cohen-Raz, R.: Emotional Development in Adolescence, 1962, 54 p.
Rose, A.: The Roots of Prejudice (trans.), 1961, 37 p.

Social and Youth Problems

Adereth, A.: The Pioneering Youth Movement, 1963, 72 p.
Adereth, A.: Youth Speak About Themselves, 1969, 140 p.
Adler, H.: The Youth Movement in Israeli Society, 1962, 84 p.
Ben-Yishay, B.: Leisure in our Society, 1962, 80 p.
Dokker, Ch.: The Youth Center, 1966, 27 p.
Eisenstadt, S.N.: (ed.): Propaganda in Modern Society, 1962, 57 p.
Eisenstadt, S.N.: The Peer Group, 1962, 27 p.
Kahana, Y.: Interpersonal Relations Within the Youth Movement, 1968, 88 p.
Reifen, D.: Juvenile Courts and their Care of Delinquents, 1962, 48 p.
Singer, Z.: Economics for Everyman, 1963, 56 p.
Wortmann, D. and Chaitov, M.: The Technical Club, 1966, 47 p.
Yizraeli, D.: Youth Groups, 1967, 55 p.

Methods of Education and Learning

Kreisler, A.: Topics for Discussion, Vol. 1, 1963, 53 p.
Kreisler, A.: Topics for Discussion, Vol. 2, 1963, 49 p.
Kreisler, A.: Topics for Discussion, Vol. 3, 1964, 55 p.
Kreisler, A.: Topics for Discussion, Vol. 4, Methodological Guide, 1964, 47 p.
Reiner, A.: Audio-Visual Aids in Group Instruction, 1969, 45 p.
Samuels, J.: Group Work as a Vocation, 1961, 34 p.
Samuels J.: Group Work: The Program, 1961, 48 p.
Samuels, J.: Group Work: Discussion Method, 1962, 44 p.
Samuels, J.: Group Work: Methods and Process, 1963, 40 p.
Smilansky, M.: Conducting Discussion Groups, 1961, 43 p.
Tori, J.: How to Learn and How to Explain, 1961, 67 p.
Zilka, M.: Scout Games, 1969, 48 p.
Zimran, D.: Selected Activities for Festive Evenings, 1969, 119 p.

Literature and Philosophy

Adereth, A. (ed.): What is Man?, 1964, 115 p.
Avivi, P.: Laws of Physics—What Do They Mean? 1969, 79 p.
Bokker, Ch. (ed.): Talking of Stories, 1963, 59 p.
Even-Zohar, I.: Studies in Literature 1965, 85 p.
Kashtan, M.: The Young Generation as Reflected in its Poetry, 1965, 54 p.
Nir, R.: Education through Literature, 1962, 31 p.
Regev, M.: On Literature For Children, 1968, 96 p.
Schechter, Z. (ed.): Jewish Holidays, 1965, 114 p.
Yegar, M. (ed.): Asian Stories, 1965, 87 p.
Zehavi, A. (ed.): An Hour of Stories, 1966, 114 p.
Zehavi, A.: On Free Reading, 1967, 61 p.
Zimran, D. (ed.): Stories for Young Children, 1965, 64 p.

The Arts

Gilad, K.: Directing One-Act Plays, 1965, 79 p.
Harnik, K.: Listening to Music, 1965, 70 p.
Katz, M.: Understanding Music: Introduction, 1962, 37 p.
Katz, M.: Understanding Music: Analysis of Selected Pieces, 1962, 33 p.
Katz, M.: Understanding Music: Vocal Music, 1965.
Katz, M.: Understanding Music: Modern Music, 1966, 61 p.
Katz, M.: Music Appreciation, 1967, 207 p.
Mozes, G.: How to Explain Art?, 1965, 59 p.
Raviv, Z.: Theater Arts, 1966, 125 p.

Israel—Geography and History

Ben Israel, A.: The Short Hike, 1968, 104 p.
Ben Israel, U. (ed.): Landscapes in Israel, 1966, 192 p.
Bonne, J.: The Water Development Project, 1961, 43 p.
Harel, M.: The Judean Desert and the Dead Sea, 1962, 30 p.
Harel, M.: Fortresses in Galilee, 1961, 63 p.
Livneh, M.: Journeys in the Negev, 1964, 112 p.
Negev, M.: Archaeology Of the Land of Israel, 1968.
Shamush, A.: The Issiyim, the "Yachad" and the Kibbutz, 1964, 83 p.
Zaharony, M. and Wagger, E.: Journeys in the Carmel, 1967, 164 p.

Camping and Decoration

Carmel, M.: Construction Models for Youth Camps, 1964, 30 p.
Friedman, J.: From Play to Creation, 1964, 30 p.
Gaon, Y.: Decorating with Paper, 1964, 40 p.
Gaon, Y.: Decorations in Youth Camps, 1964, 116 p.
Gilla, M.: Weaving Wicker Baskets, 1964, 69 p.
Harif, M.: Decorating the Clubhouse, 1963, 63 p.
Kreisler, A. (ed.): Camping: An Introduction, 1961, 43 p.
Kreisler, A. (ed.): The Camp, 1961, 40 p.
Meidav, I.: Tying Knots, 1963, 32 p.
Tirkel, E.: Creative Work, Vol. 1, 1960, 67 p.
Tirkel, E.: Creative Work, Vol. 2, 1961, 69 p.
Tirkel, E.: Creative Work, Vol. 3, 1962, 86 p.

Countries and Nations

Dothan, A.: Brazil, 1964, 76 p.
Medziny, M.: China, Awakening Giant, 1965, 64 p.
Weintraub, S. (ed.): Awakening Africa, 1963, 83 p.
Yegar, M.: Burma, 1964, 55 p.

B'AD V'NEGED (PRO AND CON)

* No. 1.—The Kurdish nationalist rebellion, The Negro struggle in the United States, Oswald Rolfenshone (Brother Daniel) vs. the Ministry of the Interior, Beauty vs. Development (How to guard our scenic areas), The fight against hunger.

* No. 2.—The racial struggle in South Africa, Missionary education in Israel, Freedom of the press and the libel laws, Reform in the electoral procedures, Advertising, production and consumption.

No. 3.—Nuclear disarmament in the Middle East, The national water system, Selective immigration–pro and con, Popular songs (Cliff Richards and youth), School-organized excursions to other countries–pro and con. Corporal punishment in school–pro and con.

No. 4.—The Kibbutz in 1964, A constitution for the State of Israel, Prison punishment or education, German tourism in Israel, "Your life before that of your friend".

No. 5.—"The Deputy", The Pope and the Holocaust, The law of Moshavim, Man on the moon, "Only for Adults"—censorship of films, Arabic or French.

No. 6.—Two nations in Cyprus, The computer vs. the thinking Man, Mercy killings (Euthenesia), Negotiation and arbitration, Hitchhiking.

No. 7.—Israel and the developing countries, Internal dispersion of population in Israel, Co-existence in Vietnam, The Israeli film industry, Private lessons.

* No. 8.—The future of the Zionist Movement, Medical services in the outlying districts Units and divisions in the Arab world, Football, Abstract Art.

No. 9.—The struggle between China and the U.S.S.R., The advancement of science and social values, Television in Israel, Teenage smoking.

No. 10.—The future of the U.N., The Jewish issue in the Vatican Council, Capital punishment, The national lottery, The Israel song festival.

No. 11.—The uniting of Europe, Desalinization of sea water, Relations with Germany, On truth and falsehood.

No. 12.—Delinquency among the middle-class, Israel and the Common Market, Have the Jews learned from their history?, "Detectives".

---

* out of print.

No. 13. — Political parties in a democracy, The standard of living, Sabbath in Israel, What's funny, Voting at age eighteen.

No. 14. — One party governments in Africa, The India-Pakistan War, Wage policy, Change in the structure of the school system.

No. 15. — De Gaulle, White rule in Rhodesia, Representation of China in the U.N., Youth on the rampage, Youth movements – to the age of 25?

No. 16. — The war in Vietnam, Vocational education in a technological age, The passport law, Does Jewish art exist?

No. 17. — N.A.T.O., The emigrants from Israel, Ombudsman in Israel Memorials.

No. 18. — Unemployment, The nationalist struggle of Communist Rumania, The "Beatniks", Israeli songs.

No. 19. — The image of Israel in the Arab consciousness, Pure vs. applied research, Matriculation examinations and certificates, The performance of the works of Wagner and Strauss.

No. 20. — The work of the Knesset (Parliament), Military rule in the Arab States, The economy and values, Little deceptions, Superstitions.

No. 21. — Russia in the Middle East, Life between two worlds, Censorship on literature.

No. 22. — Reprisal raids, The "Nachal" (military agriculturalist), Life with death, Wiretapping, Between science and culture.

No. 23. — The younger generation in Israel, The conflict in Aden and South Arabia, The neo-Nazis, The conquest of space, Lotteries and gambling.

No. 24. — Six Day War.

No. 25 — The Wailing Wall, Jews and Blacks in the United States, Biology and Morality, Volunteers in Israel.

No. 26. — The Occupied Territories, October Revolution – 50 Years, "Your life Before your friends life".

No. 27. — Terrorism and Penal Punishment, Recruiting Yeshiva Students into the Army, Two Autopsies, Science Fiction.

No. 28. — Colored Immigration to Britain, Heart Transplants, The Hero and the "Quisling", Slang and the Hebrew language.

No. 29. — The Student Revolution, Personal Election for Mayor, The Affient World as Against the Hungry World, Zahal and The Arabs.

No. 30. — The Year 2000, Who lost in Czechoslovakia, Biafra Holocaust, What is the Jewish Motherland?

No. 31 — Follow Me, Membership Dues in Political Parties, Limitation of Nuclear Weapons, Hero Worship.

No. 32. — The Earth Shines, Memorials in Jerusalem, Freedom and Commercial Policy of the Press, Political Parties and Democracy.

No. 33. — Peace! Peace! and No Peace!, Religious Meaning of the Six Day War, The Army and the State, Women—at Home or to Work?

No. 34 — A Diktat Arrangement in the Middle East, The Pueblo Incident, The First of May, Public Opinion Polls.

No. 35. — Self-Determination for the Palestinians, The Postmen's Strike, Manners in Israel, Revolution in the Soviet Union.

No. 36. — Jewish Identification Today, The New Left and Israel, The Conquest of the Moon, The Civil War in Ireland.

MEGAMOT
Volume Index

Volume I No. 1, October 1949*

Foreword 3

Recreation in Our Society, by B. Ben-Ishai 5

Observation and Recording in Youth-Aliyah Groups, by C. Frankenstein 26

Treatment Approach to the Sub-Standard Family (based on "The Neglected Child and his Family', Oxford University Press, 1948) 51

Proposed United Nations Charter for the Rights of the Child 59

Law and Practice in the Treatment of Juvenile Offenders, by S. Gluckman and C. Frankenstein 63

New Developments in Child Welfare in Hungary 87

Bibliography 90

Notes and Comments 99

Recreation in Our Society, by B. Ben-Ishai 106

Volume I No. 2, January 1950*

Child-Psychotherapy as a Profession, by C. Frankenstein 127

Neill's 'Dreadful School', by Sh. Eisenwood 151

The Wechsler—Bellevue Test and its Diagnostic Value, by G. Oesterreicher and Sh. Beigel 169

The Social Service Bureau for School-Children, a Plan suggested by the Henrietta Szold Foundation 180

Bibliography . . . .

Volume I No. 3, April 1950*

Notes and Comments 199

The Validity in Israel of Certain Intelligence Tests for Children at the Age of Six, by G. Ortar (Oestreicher) 206

The Failure of Modern Parents—excerpts from: "Environmental Therapy Based on Psychoanalysis", by M. Schmideberg 224

---

* out of print.

Methods of Measuring Height and Weight of Children in the First Four Years of Life, by H.V. Muhsam 233
Some Remarks on the Meaning of Directive Education, by C. Frankenstein 239
What Should the Educator Know of Children's Diseases in Israel? by J. Wolfsberg 246
"Research in Education", by R.A.C. Oliver (a summary) 251
Statistical Data on the Child Population of Israel, by G. and E. Schlesinger 264
Bibliography 279

Volume I No. 4, July 1950 *

Notes and Comments 292
The Philosophies of American Education, by N. Rotenstreich 297
The Szondi Test and its Theoretical Basis, by J. Schubart 312
Evaluation of the Adjustment of Immigrants (Methods of Sociological Research), by S.N. Eisenstadt 335
Institutional Care of Infants and Young Children in Israel, by S.Y. Epstein 347
The Big Brother System in the Treatment of Juvenile Offenders in Holland, by C. Boasson 365
Rural Playgrounds in Israel 370
Bibliography 377

Volume II No 1, October 1950 *

Notes and Comments . . . .
Education Through Literature, by Z. Adar 9
Supervision and Inservice Training of Social Workers in the Lasker Center, by E. Irvine 27
Early School Leavers in the Municipal Schools of Tel Aviv, by Ch. Enoch 34
A Sociological Study of Youth in Modern Society, by S.N. Eisentadt . . 52
Statistical Extracts: Youth Services in Israel 73
Some Resolutions Adopted by the General Council of the International Union for Child Welfare 91
Bibliography 94

---

* out of print.

Volume II No. 2, January 1951*

Notes and Comments 103

Education and Ethics, by N. Rotenstreich 111

Two Methods in Social Casework, by M. Izkowitz 121

On Arab Education in Israel, by A. Cohen 126

Editor's Notes 138

What Should the Educator Know of Children's Diseases in Israel, by J. Wolfsberg 144

Jewish Education in Yemen, by Sh. D. Goitein 152

Some Aspects of Vocational Guidance in the United States, by R. Weiss-Atron 181

Report to the L.C.C. Committee on Juvenile Delinquency 187

Day Nurseries in Israel 189

Bibliography 193

Volume II No. 3, April 1951*

Notes and Comments 203

Henrietta Szold's Contribution to Social Welfare in Israel, by G. Lothan (Lubinski) 207

Basic Statistics in Psychology, by G. Ortar 209

Education of Teachers in Mental Health Principles, by G. Caplan . . . 225

Institutional Care of Problem Children, a Summary of "Love is not Enough", by B. Bettelheim 230

From the Field of American Education
Cooperative Kindergartens in the United States
Education of Mentally Retarded Children in New York
by R. Ataron 252

On the Problem of Ethnic Differences, by C. Frankenstein 261

On the Double Meaning of the Concept of Primitivity, by E. Simon . . 277

Bibliography 285

Volume II No. 4, July 1951*

Notes and Comments 295

On Hypomania in Chilhood, by A.H. Merzbach 300

An Experiment in Prophylactic Child Guidance, by G. Caplan 314

---

* out of print.

The Use of Clinical Diagnostic Techniques in Research with Normals, a translation of Anne Roe's article in: Feelings and Emotions, a Mooscheart Symposium 323
Ethnic Differences and the Value Problem, by N. Rotenstreich 327
On the Concept of Primitivity, by C. Frankenstein 339
How to Develop Abstract Thinking in Immigrant Children from Oriental Countries, by G. Ortar and C. Frankenstein 361
The Israel Age of Marriage Act, 1950—a critical analysis, by G. Procaccia 385
Bibliography:
(a) Kurt Lewin's Research Methods, by Sh. Herman
(b) On J. Bowlby's: Maternal Care and Mental Health 394

Volume III No. 1, October 1951*

Notes and Comments 3
"Korat Gag": On the Adjustment of Oriental Children to European Families under a Temporary Foster Placement Scheme, by R. Sapir 8
History Teaching in Youth Aliyah—a suggestion, by L. Adar 37
Individual and Society: Dialectical Materialism versus Psychological Approach, by M. Groll 50
Notes on the White House Midcentury Conference on Children and Youth, by Y. Oren (Austern) 65
New Development in English Education, by Z. Adar 68
Education Through History, by S. Robinson 78
Bibliography 97

Volume III No. 2, January 1952*

Notes and Comments 103
Suggestions for a New Program of Study for Israeli Schools (lecture given by Ben-Zion Dinberg) 107
Remedial Classes, by Y. Shanan 111
Education and Psychotherapy, by P.M. Simonds 137
Some Problems in the Use of Non-Verbal Intelligence for Elementary School Children, by T. Wolfson 148

---

* out of print.

Psychological Approach to the Problem of Ethnic Differences,
by C. Frankenstein 158
Ethnic Differences or Social Change?, by Y. Ben-David (Gross) . . . 171
Statistical Selection 184

Volume III No. 3, April 1952 *

Methods of Instructions for a Class of Retarded Children,
by D. Feitelson-Shor 212
Preparation of Teachers for Elementary Schools, by Y. Mahelman . . 238
Problems of Adjustment of Yemenite Children in Israel, by G. Rieger . 259
Health Services in Israel in 1950-51 292

Volume III No. 4, July 1952 *

Notes and Comments 311
On the Problem of Ethnic Differences—Summary of Discussion . . . 319
The Social Significance of Education in the Absorption of Immigrants,
by S.N. Eisenstadt 330
Intelligence Tests in the Study of Ethnic Differences, by O. Klineberg
(abbreviated translation) 342
The "Mosaic" Test, an introductory study, by Y. Flum 354
The Adolescent's Drive Towards Independence as Reflected in the
Hand-writing, by Y. Cohen 372
On the Validity of Certain School Entrance Tests—a follow-up study,
by G. Ortar 375
Structural Factors in the Anxiety of the Child, by C. Frankenstein . . 380
Bibliography 402

Volume IV No. 1, October 1952 *

Elementary School Graduates in Tel Aviv (1949/50-1950/51),
by D. Enoch 3
Voluntary Teachers in Immigrants' Camps, by J. Maimon 27
Causes of Scholastic Failure in First Graders, by D. Feitelson-Shor . . 37
On the Treatment of Juvenile Offenders:
(a) The Juvenile Court in Israel
(b) Methods of Dealing With Young Offenders in Sweden,
by D. Reifen 64

---

* out of print.

The Aetiology of Neurosis According to Freud, by A. Ilan 79
Standardization in Israel of the Wechsler Test for Children,
by G. Ortar 87
Bibliography 101

Volume IV No. 2, January 1953 *

Differences in the Structure of Intelligence—A Comparative Analysis
of Ethnic Sub-Groups, by G. Ortar 109
Causes of Scholastic Failure in First Graders—Part Two,
by D. Feitelson-Shor 123
Training of Social Workers in the United States and in Israel,
by M. Izkowitz 173
Problems of Leadership Training Among New Immigrants,
by S.N. Eisenstadt 174
Bibliography 182

Volume IV No. 3, April 1953 *

The Diagnostic Significance of the Wechsler-Bellevue Test at Different
Intelligence Levels, by G. Ortar 199
Youth Aliyah and the Education of Young Immigrants,
by C. Frankenstein 217
Separation from the Mother as a Traumatic Experience for the Child,
by D. Rosenbluth, J. Bowlby and J. Rondinesco (translation) . . . 262
On Primitive Patterns of Thinking: Based on;
H. Werner: Comparative Psychology of Mental Development . . 232
Working Children, by D. Krivine 250
Job Analysis and its Importance in Israel, by R. Ataron 257
On Citizenship Education, by Sh. Robinson 266
Community Service in the Dalton School (abridged translation) . . . 277
The Secondary School and Citizenship Education in Israel, by N. Gross . 287
Bibliography 292

Volume IV No. 4, July 1953 *

The Meaning of the Term, "Cause" in Juvenile Delinquency Research,
by C. Frankenstein 299
The Educational Outlook of Aliyat Hanoar, by Z. Adar 322

---

* out of print

Problems of Zionist Education in Youth Organizations Abroad, by M. Reinhold 349
a) Absorption of Young, North African Immigrants; b) Vocational Education in Temporary Immigrant Settlements and Slums, by Y. Litvak 363
The Structure of Elementary Education in an Immigrant City, by A. Simon 374

Volume V No. 1, October 1953 *

Citizenship Education (Civics) in Israel, by L. Adar 3
The Meaning of the Term, "Cause", in Juvenile Delinquency Research (Part II), by C. Frankenstein 18
In Clarification of the Approach of Aliyat Hanoar and its Place in Israeli Education, by J. Rapaport 50
Nature and Problems of Group Guidance, by M.R. Slavson 87

Volume V No. 2, January 1954 *

Education of Pre-school Children in Kurdistan Communities, by D. Feitelson 95
The Meaning of the Term, "Cause", in Juvenile Delinquency (Part III), by C. Frankenstein 110
Political Education and Progressive Education, by Z. Adar 132
Civic Responsibility of Israeli Youth 159
Individual Differences Among Students in Special Classes, by Z. Katz 172

Volume V No. 3, April 1954 *

The Unity of Individual and the Environment: Principles of Treatment of Neglected Children, by A. Nadad 227
Membership in Youth Movement and Social Status, by J. Ben-David
Problems of Assimilation and Acclimation in Immigrant Settlement, by D. Weintraub 248
Suggestions for Treating Youth Lacking an Educational Framework, by M. Smilansky 261
Individual Differences Among Students in Special Classes, by Z. Katz 274

---

* out of print

Volume V No 4, July 1954*

Training for Community Work in Israel, by C. Frankenstein 311

Towards an Integrative Approach in the Treatment of Wayward Youth (conclusion), by A. Nadad 333

The Mental Hygiene Role of the Nurse in Maternal and Child Care (translation), by G. Caplan 363

A Rehabilitation Center of Mentally Handicapped Children, by S. Smilansky 375

Value Conflicts in Immigrant Children—reflections of a Ma'abara teacher, by F. Bier 386

Book Reviews 392

Volume VI No 1, October 1954*

Introduction to "Psychotherapy With Children—Six Case Studies," by C. Frankenstein 3

- John — S.R. Slavson 7
- Roberta — L.N. Davies 19
- Harry — B. Bettleheim 34
- Gabriella — M.L. Ostrey 50
- Henry — G. Holland, Loleister, M.R. Slavson and N. Eckerman . . . 74
- Selma — P.H. Allen 74

Volume VI No. 2, April 1955*

The Demographic Structure of Israel's Adult and Child Population, by M. Sikron 91

The Pedagogical Division in the Secondary School, by Y. Bentwich and Y. Schubert 113

Child Rearing in an Arab Village, by E. Tuma 130

Child Adoption in Israel, by E. Livne 139

How and When to Tell a Child that he is Adopted, by E. Appelberg 148

Survey of Youth Services in Ma'abaroth, by M. Smilansky 153

On the Placement of Young Children—A Report 171

Book Reviews 180

---

* out of print

Volume VI No. 3, July 1955

Problems of Classifying Anti-Social Behavior in Children,
by C. Frankenstein 187
Court for Disturbed Youth and Families, by D. Reifen 208
Beit Shoulia—Experiment in Youth Rehabilitation, by B. Yonas . . . 218
Personality Disturbances Typical of A Group of Iraqi Women in Light of the Cultural Background of their Community,
by P. Palgi, M. Goldvasser and C. Goldman 236
Problems of Mental Hygiene in School, by F. Redl and V. Weitenberg,
1. How to solve discipline problems in class 243
2. Between parents and teachers 253
Proposal—A New Method of Vocational Education, by A. Atzmon . . 266
Comments on the Proposal of A. Atzmon, by C. Enoch and Y. Litvak . . 266

Volume VI No. 4, October 1955 *

Some Changes in the Educational Patterns of the Kurdish Community in Israel, by D. Feitelson 275
Individual Counseling to Teachers in a School for Backward Children,
by D. Bolotin-Kubovi 298
Group Discussions with Teachers in Schools for Backward Children,
by C. Bart 305
Individual Treatment of Backward Children in a Class Setting,
by R. Heroshovsky-Ledermann 311
The Role of the Primary School Teacher, by S. Ucko 329
"Cultural Patterns and Technical Change"—translation from the Manual edited by Margaret Mead, UNESCO, 1953 333
Suggestions for Slum-Clearance Policy in Israel 346
Book Reviews 362

Volume VII No. 1, January 1956 *

The Village of Shalem—Image of a Poor Neighborhood, by A. Nadad
Criticism of the State Program of Studies, by Z. Adar 41
The Eighth Grade Survey of 1955, by G. Ortar 77
Comments on the Sphere of Anthropology and Several of Its Approaches to the Problem of Absorbing Immigrants, by D. Wilner 86

---

* out of print

Principles of Community Development and Their Significance in Israel, by M. Smilansky 93

Volume VII No. 2, April 1956*

A Study on the Scholastic Difficulties of Immigrant Children, by L. Adar 139
Socialization and Adjustment Problems of Children in Immigrant Families: A Research Design, by J.T. Shuval 181
The Role of Residential Treatment for Children (translated from: American Journal of Orthopsychiatry, October 1955), by J. Lander, Gisela Gonopka, B. Rabinow, E.D. Greenwood 204
The Education of Orthopaedically Handicapped Children, from: Report of International Conference, UNESCO, 1952 213
Book Reviews 217

Volume VII No. 3, July 1956*

An Enquiry into the Civic Responsibility of Jerusalem Youth, by Y. Levi 227
The Organizational Structure of Educational Institutions, by A. Etzioni 244
Curriculum Construction for Elementary Schools—A Symposium . . . 254
The Influence of Some Environmental Factors on Bible Study in Elementary Schools, by G. Ortar 265
Problems Involved in the Establishment of Cottage Industries in Immigrants' Cooperative Settlements, by D. Wilner 274
The Social Worker and her Client in a New Immigrants' Settlement, by D. Shapira 285
A Statistical Survey of the Israeli School System, 1955/56, by O. Schmelz 296
Book Reviews 332

Volume VII No. 4, October 1956*

Culture Patterns and Adjustment Processes of Moroccan Immigrants from Rural Areas, by M. Kohls 335

---

* out of print

Two Chapters from the Report on Juvenile Delinquency in Israel—submitted to the Ministry of Justice by the Committee for the Study of Juvenile Delinquency 377
Sexual Offences Against Children: A New Method of Investigation, by D. Reifen 399
A School for Post-Polio Children in Tel Aviv, by H. Enoch 406
Age Distribution in Elementary School Grades, by O. Schmelz 412
Book Reviews 423

Volume VIII No. 1, January 1957*

Maternal Care and Mental Health, by J. Bowlby 3
Education of the Oriental Immigrant Child and the Problem of Child-Parent Relations, by U. Simon 41
Elementary School Graduates: Their Scholastic Aspirations and Achievements, by G. Ortar 56
A Rating Scale for Adjustment and its Uses in an Educational Institution, by S. Smilansky 71
Some Aspects of Arab Education in Israel, by J.L. Benor and B. Salmon 90
Methods of Child Rearing and the Internalization of Moral Values, by H. Faigin 110
Book Reviews 110

Volume VIII No. 2, April 1957*

Maternal Care and Mental Health, by J. Bowlby 119
The Impact of Poverty on the Development of Intelligence, by C. Frankenstein 153
Some Difficulties Confronting the Educator in a Rural Immigrant Settlement School, by A. Stahl 171
Leaving the Teaching Profession: Extent and Causes of the Problem (a follow-up study), by L. Adar 184
The Social Status of the Teacher in Israel, by J. Ben-David 201
Book Reviews 213

Volume VIII, No. 3, July 1957*

The Social Implications of the Educational Structure in Israel, by M. Smilansky 227

---

* out of print

Preface 227
Chapter 1: Education and the Integration of Youth from Different Cultural Backgrounds 229
Chapter 2: Education and the National Economy 247
Chapter 3: Vocational Training for Boys 257
Chapter 4: Vocational Training for Girls 274
Chapter 5: Agricultural Training and Agricultural Schools 285
Chapter 6: General Secondary Schools 294
Chapter 7: Educational Structure and Reform in Five Countries . . . 300
Appendix : Statistical Tables 333

Volume VIII No. 4, October 1957*

On the Scholastic Achievements of Immigrant Children in the Lower Elementary Grades, by A. Simon 343
The Family and Occupational Placement of the Second Generation in the Collections, by Y. Talmon-Gerber 369
Principles of Therapy in an Institution for Immigrant Children, by R. Cohen 393
The Process of Fission in the Arab Village Extended Family, by H. Rosenfeld 411
Affectional Relationships Between Children in Institutions, by A. Poznanski-Hagari and J. Korkzak 319
Children who fail in the First Elementary Grades and their Parents, by S. Smilansky 430

Volume IX No. 1, January 1958

Some Approaches To The Etiology of Juvenile Delinquency

From: "The Psychoanalytical Approach to Juvenile Delinquency", by K. Friedlander 5
From: Unraveling Juvenile Delinquency", by S. and E. Glueck 19
From: "Delinquent Boys: The Culture of the Gang", by A.K. Cohen . . 42
From: "Delinquency and Human Nature", by D.H. Stott 58

---

* out of print

From: "Juvenile Delinquency", by P.W. Tappan 73
Annotated Bibliography, by C. Frankenstein 84

Volume IX, No. 2, April 1958

The New Youth Revolt, by S.N. Eisenstadt 95
Rejected Boys in Youth Groups, by A. Horwitz 103
The Significance of Youth Aliyah Education for the Social Integration of Immigrant Youth from Rural Settlements, by T. Parnass-Honig 124
A Follow-up Study of Youth Aliyah Graduates 133
A Follow-up Study of Secondary Agricultural School Graduates, by Y. Mizrahi 150
Perception and Drawing Ability of North African Jewish Children, by F. Feuerstein and M. Richelle 156
The Kindergarten as a Means of Promoting Intellectual Development in Underprivileged Children, by S. Smilansky 165

Volume IX No. 3, July 1958

Ethnic Continuity in the Second Generation: A Report on Yemenites and Ashkenazim (European Jews) in a Small Israeli Town, by E. Katz and A. Zloczower 187
The Curriculum and Problems of Evaluation, by M.E. Eson and R.J. Bernstein 201
Verbal and Performance Tests: Their Relative Value as Tools for Intercultural Comparison, by G. Ortar 207
The Evaluation of Mental Health Programs 228
Methods for Community Mental Health Research (Chapter on Hypothesis Formation), by J.C. Glidewell, I.N. Mensh, H.R. Domke, M.S. Gildea and A.D. Buchmueller
Discussion (extracts), by S.R. Escalona
Problems in Evaluation of Mental Health Programs (extracts),
by P.V. Lenkan and B. Pasamamick. (Translated from The American Journal of Ortopsychiatry, January, 1957)
A New Type of Juvenile Delinquency, by C. Frankenstein 237
The Reading of Cheap Literature, by M. Kaneti 250
Some Remarks on Social Research and Policy, by J. Ellemers 254
A Suggestion for the Organization of Youth Services in Moshavim (Immigrants' Cooperative Villages), by M. Smilansky 263

Book Reviews 267
On Race and Intelligence: A Joint Statement (Translated from the American Journal of Orthopsychiatry, April, 1957)
The Tavistock Publications, by S.N. Eisenstadt 268

Volume IX No. 4, November 1958

The Extent and Causes of Early School Leaving, by E. Jaffe and M. Smilansky 275
Reading Patterns of High School Youth, by S. Pinczower-Langerman, O. Hirschenberg and M. Chen 287
"The Restoration of Learning", by A. Bestor, New York, 1955 (A Summary) 301
Children Younger than Their Classmates: Their Scholastic Achievements and Social Adjustment, by H. Keren-Huss 317
The Character of the Elite in a Yemenite Suburb, by A. Deutsch . . . 328
Comments on R. Feuerstein and M. Richelle's "Perception and Drawing Ability of North African Jewish Children", by R. Shuval 334
Remarks on S. Smilansky's "The Kindergarten as a Means of Promoting Intellectual Development in Underprivileged Children", by M. Roth 335
Book Reviews 340
La carence de soins maternels, by J. Aubry
Loisirs et formation culturelle de l'enfant rural, by M.-Th. Maurette and H. Gratiot-Alphandery

Volume X No. 1, July 1959

Reading Patterns of Eighth Grade Pupils, by S. Langerman 3
Reading Patterns of Israeli Youth—Editor's Comments 12
Piaget's Theory of Intellectual Development in Children, by J. Glanz 15
Legislation Concerning Children and Youth in Israel, by M. Hurwitz . . 40
Class Size as a Variable in the Teaching Situation (Translation), by C.M. Fleming 53
Some Statistical Data on Juvenile Delinquency in Israel, by E. Milo . . 59
Criteria for the Probation Officer's Recommendation to the Juvenile Judge, by Y. [illegible] 75
Book Reviews 75

Volume X No. 2, November 1959

Research Methods in Social Relations
C. Selltiz, M. Jahoda, M. Deutsch, S.W. Cook
An abridged translation of chapters 3–11 and 14 of the revised edition, 1959. Printed by permission of Henry Holt and Co. Inc.

Volume X No. 3, January 1960

Moroccan Jewry in Transition, by A. Weingrod 103
The Predictive Value of the "Eighth Grade Survey" Tests: A follow-up Study, by G. Ortar 209
Towards a Social Psychology of Mental Health, by M. Jahoda (a translation) 222
Some Problems of Validity, by A. Tcherniak 232
Educational and Vocational Guidance in Israel: A follow-up study, by M. Smilansky and T. Parnas 242
The Affective Value of Colors, by S. Kugelmass and E. Donchin . . . 271
Some Reactions of 11th and 12th Grade Pupils to their Experience as Student-Teachers 282
Book Reviews 287

Volume X No. 4, March 1960

Adjustment and Education, by N. Rottenstreich 297
Traditional Society and Modern Society, by J. Katz 304
The Influence of the Demographic Structure of Immigrant Families on Their Adjustment to the Moshav, by D. Weintraub 312
Change and Continuity in a Moroccan Immigrant Moshav, by A. Weingrod 322
Causes of Suicide, by P. Noy 336
Problems in Parent Education, by M. Chen 354
Statistical Survey 364
Book Reviews 379

Volume XI No. 1, August 1960

The Functions of a Child Welfare Research Quarterly (on the 10th Anniversary of "Megamot"), by C. Frankenstein 3
The Concept of Identification and its Relationship to Learning Theory, by A. Minkowich 7

Socialization Patterns in the Kibbutz, by R. Bar-Yosef 23
Improving Test Validity by Coaching, by G. Ortar 33
Problems in the Education of the Gifted 38
A Preliminary Communication on the Impact of Social Background on the Readiness to Offer Psychotherapy, by Y. Shanan and R. Moses 52
Mental Hygiene Factors in Work with Disturbed Children, by R. Cohen-Raz 58
Current Research
  Factors Related to Identification with Place of Residence in New Immigrant Settlements, by J.T. Shuval 66
  Methods of Scoring Aptitude Tests, by A. Tcherniak 73
Statistical Supplement
  Housing Conditions in Israel 79
Book Reviews 84
Consumption of Selected Items of Home Equipment 92

Volume XI No. 2, November 1960

The Second Generation in the Kibbutz—"Conservation" vs. "Innovation", by M. Sarell 99
A Youth Aliyah Group in a Kibbutz, by M. Kaneti-Baruch 124
The Self-Concept of Kibbutz Adolescents, by A. Handel 142
Group Psychotherapy—A Demonstration of the Process, by A. Hoek . . 160
Individual Treatment by the Teacher of Emotionally Disturbed Retarded Children, by D. Kubovi 173
Current Research
  The Effect of Immigration on Marriage and Birth Rates in Israel, by K.R. Gabriel 184
Statistical Supplement
  Youth Movement Membership of Secondary School Children . . . 191
Book Reviews

Volume XI No. 3, May 1961

Identification, Imitation and Emphathy, by A. Minkowich 211
Sentence Completion—A Method for Personality, Assessment and Research in Israel, by Y. Shanan and S. Nissan 232
Children in "Need of Care and Protection", by D. Reifen 253
The Sentencing Policy of Criminal Courts in Israel, by S. Shoham . . . 264

Current Research
Fertility and Birth Control Among Jewish Women in Tel Aviv-Jaffa, by R. Bachi, R. Toaff, J. Matras and D. Ayalon 278
A Group Rorschach Based on 20 Plates, by R. Cohen-Raz 286
Statistical Supplement
Slum Quarters in Jerusalem, Tel Aviv and Haifa, by N. Gluckstein . 289
Book Reviews 303

Volume XI No. 4, November 1961

Piaget and the Psychoanalytic Theory, by R. Cohen-Raz 315
The Right to Educate Towards Material Values, by A.F. Kleinberger . 332
Principles of Transfer of Psychological Tests from One Culture to Another, by G. Ortar 338
A Family Study of School Attainments, by E. Goldschmidt, T. Cohen, N. Bloch, Y. Flum and M. Kadar 345
The Training of Foreign Students: A Review of Research in Cross-Cultural Education, by S.N. Herman and E.O. Schild 357
Outlines for a Reform in Secondary Education, by M. Smilansky . . . 364
The Planning of Cultural and Recreation Centers in The Arab Villages, by H. Rosenfeld 373
Current Research
The Validity of Predicting Success in Work, by A. Tcherniak . . . 382
Statistical Supplement 388

Volume XII No. 1, March 1962*

The School without Parents, by C. Frankenstein 3
The Authoritarian Personality, by A. Minkowich and A. Shaked . . . 24
On Binding Values, by N. Rotenstreich 48
Allocation to Secondary Schools at 11, by A.E.G. Pilliner 52
Notes on the Theoretical Boundaries of Criminology, by Sh. Shoham . . 60
Delinquency Proneness and Family Anomalies, by L.D. Jaffe 68
A Mental Hospital as a Bureaucratic Structure, by H. Weihl 79
Current Research
Some Problems of Working Mothers 84

---

* out of print

Factors Influencing the Frequency of Attendance at Youth Clubs, by D. Elizur and B. Pade 92
Book Reviews 92

Volume XII, No. 2, September 1962*

Some Characteristics of the Moral Judgment of Adolescents, by S. Kugelmass, S. Breznitz and T. Svidovsky 103
Personality Differences between Students Choosing Different Subjects in Secondary Schools—as Indicated by a Collective Rorschach Test, by R. Cohen-Raz 110
Some Correlates of Work Satisfaction of Elementary School Teachers, by L. Adar 120
The Role of the Peer Group in the Dynamics and Therapy of School Phobia in Adolescents, by E. Alexander 128
Some Problems of Mothers of Handicapped Children, by S. Hoek . . . 146
The Depersonalities of the Intellectual, by G.R. Tamarin 154
Theories of Stuttering, by M. Forte and B. Fried 158

Current Research

The Attitudes Toward Agriculture of Students in Agricultural Schools, by A. Jungwirth 168

Statistical Supplement:

Graduates of Teachers Training: A Follow-up, by L. Adar and L. Orr 174
Book Reviews 187

Volume XII No. 3, March 1963

The State of Concepts in Psychology, by J. Bar-Hillel 107
Examinations and Evaluation in Secondary Schools, by S.J. Bentwich . 203
The Reliability of the "Bagrut" Examinations in Israel, by L. Orr . . . 220
Occupational Interests and Sex-Role Congruence, by J.T. Shuval . . . 224
Selection and Counseling, by Y. Flum 252
Self Actualization Through Education and Counselling, by A. Hendel . . 259

Current Research

Job Incentives, by J. Rim 274
Extended Families' Adjustment to the "Moshav", by M. Minkowich . . 281
Book Reviews 285

---

* out of print

Volume XII No. 4, September 1963

Sociological Approach to Education, by S.N. Eisenstadt 295
Mental Development and Genetic Epistemology: A comparison between two approaches to intelligence, by R. Cohen-Raz 302
Conflict Situation and Delinquent Solutions, by S. Shoham 308
Teachers' Attitudes Towards Some Inadequacies in Children's Thinking, by M. Caspi 316
The Configurational Approach to Etiology: A Description of Two Cases, by K. Ron 343

Statistical Supplement

The Actual Occupations of Agricultural Secondary School Graduates, by M. Chen 351
The Absorption of the Second Generation in Immigrants' "Moshavim", by A. Weingrod and M. Minkowich 363
Book Reviews 373

Volume XIII No. 1, January 1964

The Structure of Sociological Spaces, by A.L. Guttman 3
Children of Borderline Intelligence in Regular and in Special Classes, by D. Kubovi and Y. Flum 11
Is Grade-Repetition Harmful?, by N. Gluckstein 24
Parental Pressure and Career Commitments, by Dr. J.T. Shuval . . . 33

Current Research

A Controlled Evaluation of a Semantically Sequenced Program of Instruction in English, by M.E. Eson 40
Evaluation of the Effectiveness of the Overhead Projector in Teaching Technion Students, by A. Perlberg and M. Resh 46

Principles and Applications of Programmed Automated Teaching-Selected Papers (Translation)

Introduction 54
The Science of Learning and the Art of Teaching, by B.F. Skinner . . 57
Teaching Machines—An Application of Principles from the Laboratory, by J.G. Holland 64
Intrinsic and Extrinsic Programming, by N.A. Crowder 71
Some Perspectives and Major Problems Regarding Teaching Machines, by S.L. Pressy 77
Skinner's Theory of Teaching Machines, by D. Zeaman 82

A Review of Factors in Learning Efficiency,
by R.M. Gange and R.C. Bolles 87
Terms of Programmed Learning—Glossary 102

Volume XIII No. 2, August 1964

Stages in the Development of the Retarded Child,
by C. Frankenstein 113
Schooling as an Influence in Developing a Healthy Personality,
by B. Biber 139
The Pilot Trainee: Several Aspects of Role Analysis,
by M. Lissak and E. Yuchtman 159
Verbal Inaccessibility and Delinquent Trends,
by L.D. Jaffe and N.A. Polansky 167
The Attitude of Israeli Youth Towards Social Ideals,
by H. and S. Kreitler 174
Norm Containment Theory as Applied to Delinquency and Crime,
by W.C. Reckless and S. Shoham 184
Uniformity and Diversity in Leisure Activities of Secondary School
Students in Israel, by M. Chen, D. Schifenbauer and R. Doron . . 188
Machines and Human Thinking, by D. Wechsler 200
The Growth and Dangers of Group-Psychotherapy in Israel,
by R. Moses 204

Book Reviews

Prisons in Israel, by J.W. Eaton 207
The Literature of Educational Administration 209

Principles and Applications of Programmed Automated Teaching
(Selection II)

The Art of Auto-Instructional Programming, by D.J. Klaus 215
Some Research Problems in Automated Instruction: Instructional
Programming and Subjects—Matter Structure, by R. Glaser . . . 225
An Evaluation of Textbooks in Terms of Learning Principles,
by R. Glaser, L.E. Home and J.L. Evans 235
Some Relationships Between Testing and Auto-Instructional Programing,
by P.I. Jacobs 239

Volume XIII No. 3-4, April 1965

Reflections on Equality in Education, by A.F. Kleinberger 257

A New Look at the Creativity-Intelligence Distinction, by M.A. Wallach and N. Kogan . . . 289
Educational and Political Modernization, by S.N. Eisenstadt . . . 295
Social Structure and Modernization: A Comparative Study of Two Villages, by D. Weintraub and F. Bernstein . . . 308
Factors Underlaying Occupational Preference, by M. Lissak . . . 321
The Entrance Examination to the Department of Psychology of the Hebrew University: A Follow-up Study, by G.R. Ortar . . . 331
Predicting Scholastic Achievements of "Technion" Students, by A. Perlberg . . . 345
Self-Evaluation and Ability of Vocational Planning in 8th Grade Pupils, by M. Spielman . . . 350
Significance and Importance of the Psychomotor Diagnosis, by R. Cohen-Raz . . . 360
Results of a Survey on 8th Grade Pupils in Special Education Frameworks, by H. Huss . . . 367
The Legal Status of "Young-Adult" Delinquents, by D. Reifen . . . 372
On the Stability of the Family in the "Kibbutz" (Survey Findings), by M. Garson . . . 375
Book Reviews . . . 385

Volume XIV No. 1-3, February 1966

The Human Conditions: The Educational Theories of Carl Frankenstein, by E. Simon . . . 7
Internalization as a Primary Aspect of Develeopment by S. Rothschild . . . 55
Creative Thinking and the Average Child, by L. Adar . . . 68
An Educational Examination of Modern Teaching Methods, by Z. Adar . 74
A Way to Avoid Cultural Retardation of the Young Child, by G.R. Ortar 78
Social Change and Social Identity, by S.N. Eisenstadt . . . 87
An Outline for Teaching Didactics in Teacher's College, by H. Eiger . . 93
Remedial Reading as Therapy, by O. Arad . . . 99
The Study of Anxiety Effects, by K. Benyamini . . . 107
Changing Attitudes Towards the Functions of Teachers in Israel, by H. Barth . . . 118
Advantages and Risks Involved in Boarding Schools for Adolescents, by S. Dor . . . 122
Leisure Activities and Scholastic Adaptation, by M. Chen . . . 127

Primary Conduct Disturbance in Children and its Significance for the Educator, by Y. Cohen 132
The Problems of the "Stage Concept" in Human Development, by R. Cohen-Raz 137
Emotional Blackmail, by M. Caspi 147
Teaching and Alienation, by Z. Lamm 163
Experience and Abstract Thinking, by A. Minkowich 172
Regional Enrichment Centers for Disadvantaged Children in the Upper Grades of Elementary School, by M. Smilansky, B. Burg and T. Krieger 200
The Effect of Certain Learning Conditions on Disadvantaged Children of Pre-School Age, by S. Smilansky 213
A Classification of Factors in Occupational Choice, by Y. Flum 225
Teaching Matter as a Means for Improving Mental Health, by D. Kubovi 229
The Professional Character of Teaching, by A.F. Kleinberger 235
Student Advising in Social Work Education, by M. Rosenfeld and L. Rapaport 243
Some Suggestions for Student Personnel and Counselling Services in Israeli Universities, by H. Salmon 257

Volume XIV, No. 4 August, 1966

The Age Course of Infant Smiling in Four Child-Rearing Environments, by J.L. Gewirtz 281
Some Theoretical Notions about Family Therapy, by J. Levy and A. Weiss 312
Family Interaction with Schizophrenics and their Siblings, by S. Singer (Sharan) 322
A Combined Approach to Cerebral Dysfunction in Children, by A. Hess . 335
Psychoanalytic Views of Art, by P. Noy 347
The Value of the Bagrut Matriculation Examination in Predicting Success in Higher Studies, by M. Chen, R. Doron and G. Yaziv . . 359
The Validity of the Bagrut Matriculation Examination in Hebrew Language, by R. Nir 372
An Experiment in Programmed Teaching in Israel Army, by M. Laksman 377
The Achievement Crisis: A Theory for Anticipating some of the "Unanticipated Consequences of Purposive Social Action", by J.W. Eaton 380

Changing the Attitudes of Executives: The Laboratory Method, by R. Elboim-Dror 389
On the Stability of the Family in the "Kibutz", by M. Garson 395

Volume XV, No. 1, January, 1967

"Methods of Teaching" and "Student Achievements" as Variables in Educational Research, by L. Adar 5
Some Conditions of Obedience and Disobedience to Authority, by S. Milgram 31
The Nonmetric Breakthrough for the Behavioral Sciences, by L. Guttman 50
Stratification Models and Mobility Aspirations: Sources of Mobility Motivation, by M. Lissak 66
Follow-up Study of Vocational School Graduates, by R. Doron 83
Prediction of Scholastic Achievements of Technion Students, by A. Perlberg 96
Prevalence and Care of Emotional Disorders in a Mixed Immigrant Housing Development, by A. Hoek 107

Volume XV, No. 2–3, August, 1967

Society and Societies: The Macro-Sociological View, by E. Shils . . . 127
Universities and Academic Systems in Modern Societies, by J. Ben-David and A. Zloczower 137
Training the Child-Care Worker in a Residential Center, by B. Bettelheim 164
Learning Potential Assessment of Culturally and Socially Disadvantaged Children, by R. Feuerstein and H. Shalom 174
Active Coping, by J. Shanan 188
Comprehension of Time Concepts in the Secondary School, by L. Adar and I. Kahneman 197
Educational Achievements as Related to Socio-Cultural Background of Primary School Graduates in Israel, by G. Ortar 220
Achievement in Medical School and Career Patterns, by A. Zloczower and M. Prywes 231
Adjustment and Promotion of Soldiers from Kibbutbim (Communal Settlements), by Y. Amir 250
Stratificational Models Orientation to Change and Modernization: A Pilot Study of Farm Youths in Israel, by D. Weintraub and T. Parness 259

Book Reviews 270

Volume XV, No. 4, June, 1968

Behaviour Modification as a Challenge to Traditional Methods of Therapy by J. Goldberg 285
Socio-Dramatic Play for Underprivileged Kindergarten Children, by S. Smilansky 301
The Societal Function of Social Welfare, by M. Wolins 316
An Exploration of the Vocabulary of Idioms of the Secondary School Pupil in Israel, by R. Nir 328
Reading Ability of Culturally Deprived First Graders, by S. Adiel . . . 345
A Study of Effects of Institutionalization on Adolescent Dependent Children, by E.D. Jaffe 357
Mental and Motor Development of Kibbutz, Private Home and Institutionalized Infants, by R. Cohen-Raz 366
Effectiveness of Group Therapy for Parents of "Problem" Children", by A. Ziv and H. Shchori 388

Volume XVI, No. 1, October, 1968

The Effects of Interpersonal Relationships on the Reduction of Ethnic Prejudices, by Y. Amir 5
Education for National Identity of Arab Youth in Israel, by Y. Peres, A. Ehrlich and N. Yuval-Davis 26
Response to Transgression in Stories by Israeli Children, by Z. Luria, M. and A. Goldwasser 37
National Stereotypes in Children, by Y. Rim 45
Field-Dependence-Independence among Oriental and Western School Children, by B. Zadik 51
A Proposed Scheme for Policymaking on the Structure of Elementary and Post-Elementary Education, by Y. Dror 59
Construction of a Questionnaire to Parallel a Valid Structured Interview in the Israel Defence Forces, by M. Reeb 69
Split-Ticket Voting in Israel, by A. Arian and S. Weiss 75
Book Reviews 85

Volume XVI, No. 2, April, 1969

Construction of Intelligence Tests Through Facet Design, by L. Guttman and I.M. Schlesinger 101

Selected Problems in Educational Research in the United States, by H. Hausdorff 117
The Use of Library Computer Programs for Data Analysis, by A. Lewy . 122
Attempts to Change the Achievement Motive among Pupils, by A. Kuperman 130
Inter-Personal Contact and Attitude Change, by J.E. Hofman and I. Zak 141
Different Approaches in the Evaluation of School Problems, by A. Ziv and I. Shpiegel 147
Consistency of Plans for the Near Future of Eighth Grade Students, by E.I. Meir, C. Borquow, A. Zur and D. Ram 150
On Defining the Concept of "Social Service", by A. Doron 162
Psychological Counseling in the Rehabilitation Process of the Handicapped, by M. Kaddar 169
Book Reviews 185

Volume XVI, No. 3, July, 1969

The Contribution of Schooling to the Learning of Norms, by R. Dreebin 207
The Relation of Reading Achievement to Moral Judgment, by M. Solomon 229
Outlines to Methods of Diagnosis and Treatment in the Approach to Behaviour Modification, by J. Goldberg 240
The Relationship Between Family Size, Ethnic Origin, Father's Education and Students' Achievements, by M. Smilansky and Y. Yam . . . 248
The Impact of Youth Movement Membership on the Values of Israeli Students, by R. Shapira and E. Etzioni 274
Book Reviews 286

Volume XVI, No. 4, November, 1969

The Scientific Method, by A. De-Shalit 299
Teaching Methods of Effective Teachers for Culturally Deprived Children, by L. Adar, R. Ben-Ishai and J. Wolff 306
Social Factors in Personality Development, by U. Bronfenbrenner . . . 348
National Sterotypes of Israeli Youth, by K. Benyamini 364
The Influence of Different Systems of Hebrew Ortography on Reading Efficiency, by Z. Weiser and I.M. Schlesinger 376
Social Status and Higher Education among Jews in Czarist Russia, by H. Lipset 385

MEGAMOT

ALPHABETICAL INDEX

Adar, L., A Study on the Scholastic Difficulties of Immigrant Children, 7 (2), 1956, 139–180.

Adar, L., A Suggestion, History Teaching in Youth Aliya, 3 (1), 1951, 49.

Adar, L., Citizenship Education (Civics) in Israel, 5 (1), 1953, 3–17.

Adar, L., Leaving the Teaching Profession: Extent and Causes of the Problem (a follow-up study), 8 (2), 1957, 184–200.

Adar, L., Some Correlates of Work Satisfaction of Elementary School Teachers, 12 (2), 1962, 120–127.

Adar, L. and Orr, L., Graduates of Teacher's Training, A Follow-uup, 12 (2), 1962, 174–186.

Adar, L., Creative Thinking and the Average Child, 14 (1–3), 1966, 68–73.

Adar, L., "Methods of Teaching" and "Student Achievements" as Variables in Educational Research, 15 (1), 1967, 5–30.

Adar, L., Ben-Ishai, R. and Wolff, J., Teaching Methods of Effective Teachers for Culturally Deprived Children, 16 (4), 1969, 306–347.

Adar, L., and Kahneman, I., Comprehension of Time Concepts in the Secondary School, 15 (2–3), 1967, 197–219.

Adar, Z., Education through Literature, 2 (1), 1950, 9–27.

Adar, Z., The Educational Outlook of Aliyat Hanoar, 4 (3), 1953, 322–348.

Adar, Z., Political Education and Progressive Education, 5 (2), 1954, 132–158.

Adar, Z., Criticism of the State Program of Studies, 7 (1), 1956, 41–76.

Adar, Z., An Educational Examination of Modern Teaching Methods, 14 (1–3), 1966, 74–78.

Adiel, S., Reading Ability of Culturally Deprived First Graders, 15 (4), 1968, 345–356.

Alexander, E., The Role of the Peer Group in the Dynamics and Therapy of School Phobia in Adolescents, 12 (2), 1962, 128–145.

Allen, F., Psychotherapy with Children, ch. VI, W.W. Norton & Co., New York, 1942, (a translation), 6 (1), 1954, 74.

Amir, Y., Adjustment and Promotion of Soldiers from Kibbutzim (Communal Settlements), 15 (2–3), 1967, 250–258.

Amir, Y., The Effects of Interpersonal Relationships on the Reduction of Ethnic Prejudices, 16 (1), 1968, 5–25.

Appelberg, E., How and When to Tell a Child that He is Adopted, 6 (2), 1955, 148–152.

Arad, C., Remedial Reading as Therapy, 14 (1–3), 1966, 99–106.

Arian, A. and Weiss, S., Split-Ticket Voting in Israel, 16 (1), 1968, 75–84.

Ataron, R., From the Field of American Education, Cooperative Kindergartens in the United States, Education of Mentally Retarded Children in New York, 2 (3), 1951, 252–260.

Ataron, R., Job Analysis and its Importance in Israel, 4 (3), 1953, 257–265.

Atzmon, A., A New Method of Vocational Education—A Proposal. 6 (3), 1955, 266–268.

Bachi, R., Toaff, R., Matras, J. and Ayalon, D., Fertility and Birth Control Among Jewish Women in Tel Aviv-Jaffa, 11 (3), 1961. 278–285.

Bar-Hillel, J., The State of Concepts in Psychology, 12 (3), 1963, 197–202.

Bart, C., Group Discussions with Teachers in Schools for Backward Children, 6 (4), 1955, 305–310.

Barth, H., Changing Attitudes Towards the Functions of Teachers in Israel, 14 (1–3), 1966, 118–121.

Bar-Yosef, R., Socialization Patterns in the Kibbutz, 11 (1), 1960, 23–32. 171–183.

Ben-David, J., Membership in Youth Movements and Social Status, 5 (3), 1954, 227–247.

Ben-David, J., The Social Status of the Teacher in Israel, 8 (2), 1957, 201–212.

Ben-David, J. and Zloczower, A., Universities and Academic Systems in Modern Societies, 15 (2–3), 1967, 137–163.

Benor, J.L., and Salmon, S., Some Aspects of Arab Education in Israel, 8 (1), 1957, 90–97.

Bentwich, Y., and Schubert, J., The Pedagogical Division in the Secondary School, 6 (2), 1955, 113–129.

Bentwich, J.S., Examinations and Evaluation in Secondary Schools, 12 (3), 1963, 203–219.

Benyamini, K., The Study of Anxiety Effects, 14 (1–3), 1966, 107–117.

Benyamini, K., National Stereotypes of Israeli Youth, 16 (4), 1969 364–375.

Bestor, A., The Restoration of Learning (A Summary), 9 (4), 1958, 301–316.

Bettelheim, B., Institutional Care of Problem Children, a summary of 'Love is not enough', 2 (3), 1951, 230–251.

Bettelheim, B., A Study in Rehabilitation in Journal of Abnormal and Social Psychology, Albany, New York, April, 1949 (a translation), 6 (1), 1954, 34–49.

Bettelheim, B., Training of the Child-Care Worker in a Residential Center, 15 (2–3), 1967, 164–173.

Biber, B., Schooling as an Influence in Developing a Healthy Personality, 13 (2), 1964, 139–158.

Bier, F., Value Conflicts in Immigrant Children—Reflections of a Ma'abara Teacher, 5 (4), 1954, 386–391.

Boasson, C., The Big Brother System in the Treatment of Juvenile Offenders in Holland, 1 (4), 1950, 365–369.

Bolotin-Kubovi, D., Individual Counselling to Teachers in a School for Backward Children, 6 (4), 1955, 298–304.

Bowlby, J., Maternal Care and Mental Health, 8 (1), 1957, 3–40.

Bronfenbrenner, U., Social Factors in Personality Development, 16 (4), 1969, 348–363.

Caplan, G., Education of Teachers in Mental Health Principles, 2 (3), 1951, 226–229.

Caplan, G., An Experiment in Prophylactic Child Guidance, 2 (4), 1951, 314–322.

Caplan, G., The Mental Hygiene Role of the Nurse in Maternal and Child Care (Translation), 5 (4), 1954, 363–374.

Caspi, M., Teachers' Attitude Towards Some Inadequacies in Children's Thinking, 13 (4), 1963, 316–342.

Caspi, M., Emotional Blackmail, 14 (1–3), 1966, 147–162.

Chen, M., Problems in Parent Education, 10 (4), 1960, 354–365.

Chen, M., The Actual Occupations of Agricultural Secondary School Graduates, 12 (4), 1963, 351–362.

Chen, M., Schifenbauer, D., and Doron, R., Uniformity and Diversity in Leisure Activities of Secondary School Students in Israel, 13 (2), 1964, 188–199.

Chen, M., Leisure Activities and Scholastic Adaptation, 14 (1–3), 1966, 127–131.

Chen, M., Doron, R. and Yaziv, G., The Value of the Bagrut Matriculation Examination in Predicting Success in Higher Studies, 14 (4), 1966, 359–371.

Cohen, A., On Arab Education in Israel, 2 (2), 1951, 126–137.

Cohen, J., The Adolescent's Drive Towards Independence as Reflected in the Hand-writing, 3 (4), 1952, 372–374.

Cohen, K., From: Delinquent Boys: The Culture of the Gang. 9 (1), 1958, 42–57.

Cohen, R., Principles of Therapy in an Institution for Immigrant Children, 8 (4), 1957, 393–410.

Cohen-Raz, R., Mental Hygiene Factors in Work with Disturbed Children, 11 (1), 1960, 58–65.

Cohen-Raz, R., A Group Rorschach Based on 20 Plates, 11 (3), 1961, 286–288.

Cohen-Raz, R., Piaget and the Psychoanalytic Theory, 11 (4), 1961, 315–331.

Cohen-Raz, R., Personality Difference between Students Choosing Different Subjects in Secondary Schools—as Indicated by a Collective Rorschach Test, 12 (2), 1962, 110–119.

Cohen-Raz, R., Mental Development and Genetic Epistemology: A Comparison between Two Approaches to Intelligence, 12 (4), 1963, 302–307.

Cohen-Raz, R., Significance and Importance of the Psychomotor Diagnosis, 13 (3–4), 1965, 360–366.

Cohen-Raz, R., The Problems of the 'Stage Concept' in Human Development, 14 (1–3), 1966, 137–146.

Cohen-Raz, R., Mental and Motor Development of Kibbutz, Private Home and Institutionalized Infants, 15 (4), 1968, 366–387.

Cohen, Y., Criteria For the Probation Officer's Recommendation to the Juvenile Judge, 10 (1), 1959, 65–74.

Cohen, Y., Primary Conduct Disturbance in Children and its Significance for the Educator, 14 (1–3), 1966, 132–136.

Community Service in the Dalton School (abridged translated), 4 (3), 1953, 277–286.

Crowder, N.A., Intrinsic and Extrinsic Programming, 13 (1), 1964, 71–76.

Current Research: Some Problems of Working Mothers, 12 (1), 1962, 84–88.

Day Nurseries in Israel, 2 (2), 1951, 189–192.

Dawes, L.N., Stein, R., Witmer, H., (ed.), Psychiatric Interviews with Children, The Commonwealth Fund, New York, 1946 (a translation), 6 (1), 1954, 19–33.

De-Shalit, A., The Scientific Method, 16 (4), 1969, 299–305.

Deutsch, A., The Character of the Elite in a Yemenite Suburb, 9 (4), 1958, 328–333.

Dinberg, B.Z., Suggestion for a New Program of Study for Israeli Schools (lecture given by Prof. Ben-Zion Dinberg), 3 (2), 1952, 107–110.

Dor, S., Advantages and Risks Involved in Boarding Schools for Adolescents, 14 (1–3), 1966, 122–126.

Doron, A., On Defining the Concept of 'Social Service', 16 (2), 1969, 162–168.

Doron, R., Follow-up Study of Vocational School Graduates, 15 (1), 1967, 83–95.

Dreebin, R., The Contribution of Schooling to the Learning of Norms, 16 (3), 1969, 207–228.

Dror, Y., A Proposed Scheme for Policy making on the Structure of Elementary and Post-Elementary Education, 16 (1), 1968, 59–68.

Eaton, J.W., Prisons in Israel, 13 (2), 1964, 207–208.

Eaton, W., The Achievement Crisis: A Theory for Anticipating some of the "Unanticipated Consequences of Purposive Social Action", 14 (4), 1966, 380–388.

Eiger, H., An Outline for Teaching Didactics in Teacher's College, 14 (1–3), 1966, 93–98.

Eisenstadt, S., Evaluation of the Adjustment of Immigrants (Methods of Sociological Research), 1 (4), 1950, 335–346.

Eisenstadt, S., A Sociological Study of Youth in Modern Society, 2 (1), 1950, 52–72.

Eisenstadt, S., The Social Significance of Education in the Absorption of Immigrants, 3 (4), 1952, 330–341.

Eisenstadt, S., Problems of Leadership Training among New Immigrants, 4 (2), 1953, 182–191.

Eisenstadt, S., The New Youth Revolt, 9 (2), 1958, 95–102.

Eisenstadt, S., On Race and Intelligence: A Joint Statement (A Translation), 9 (3), 1958, 268–274.

Eisenstadt, S., Sociological Approach to Education, 12 (4), 1963, 295–301.

Eisenstadt, S., Educational and Political Modernization, 13 (3), 1965, 295–307.

Eisenstadt, S., Social Change and Social Identity, 14 (1–3), 1966, 87–92.

Eisenwood, Sh., Neill's 'Dreadful School', 1 (2), 1950, 151–168.

Elboim-Dror, R., Changing the Attitudes of Executives: The Laboratory Method, 14 (4), 1966, 389–395.

Elizur, D. and Pade, B., Factors Influencing the Frequency of Attendance at Youth Clubs, 12 (1), 1962, 89–91.

Ellemers, J., Some Remarks on Social Research and Policy, 9 (3), 1958, 254–262.

Enoch, C., and Litvak, Y., Comments on the Proposal of A. Atzmon, 6 (3), 1955, 266.

Enoch, Ch., Early School Leavers in the Municipal Schools of Tel Aviv, 2 (1), 1950, 34–51.

Enoch, D., Elementary School Graduates in Tel Aviv (1949/50–1950/51), 4 (1), 1952, 3–26.

Enoch, H., A School for Post-Polio Children in Tel Aviv, 7 (4), 1956, 406–411.

Epstein, S.J., Institutional Care of Infants and Young Children in Israel, 1 (4), 1950, 347–364.

Eson, M.E., A Controlled Evaluation of a Semantically Sequenced Program of Instruction in English.

Eson, M.E., and Bernstein, R.J., The Curriculum and Problems of Evaluation, 9 (3), 1958, 201–206.

Faigin, H., Methods of Child Rearing and the Internationalization of Moral Values, 8 (1), 1957, 89–109.

Feitelson, D., Methods of Instruction for a Class of Retarded Children, 3 (3), 1956, 244–253.

Feitelson, D., Methods of Instruction for a Class of Retarded Children, 3 (3), 1952, 212–237.

Feitelson, D., Causes of Scholastic Failure in First Graders, 4 (1), 1952, 37–63.

Feitelson, D., Causes of Scholastic Failure in First Graders—Part Two, 4 (2), 1953, 123–173.

Feitelson, D., Education of Pre-school Children in Kurdistan Communities, 5 (2), 1954, 95–109.

Feitelson, D., Some Changes in the Educational Patterns of the Kurdish Community in Israel, 6 (4), 1955, 275–298.

Feuerstein, F., and Richelle, M., Perception and Drawing Ability of North African Jewish Children, 9 (2), 1958, 156–164.

Feuerstein, R., and Shalom, H., Learning Potential Assessment of Culturally and Socially Disadvantaged Children, 15 (2–3), 1967, 174–187.

Fleming, C.M., Class Size as a Variable in the Teaching Situation (Translation), 10 (1), 1959, 53–58.

Flum, Y., Selection and Counselling, 12 (3), 1963, 252–258.

Flum, Y., The 'Mosaic' Test, an Introductory Study, 3 (4), 1952, 345–371.

Flum, Y., A Classification of Factors in Occupation Choice, 14 (1–3), 1966, 229–234.

Forte, M., and Fried, B., Theories of Stuttering, 12 (2), 1962, 158–167.

Frankenstein, C., Observation and Recording in Youth-Aliyah Groups, 1 (1), 1949, 26–50.

Frankenstein, C., Child-Psychotherapy as a Profession, 1 (2), 1950, 127–150.

Frankenstein, C.. Some Remarks on the Meaning of Directive Education, 1 (3), 1950, 239–245.

Frankenstein, C., On the Problem of Ethnic Differences, 2 (3), 1951, 261–276.

Frankenstein, C., On the Concept of Primitivity, 2 (4), 1951, 339–360.

Frankenstein, C., Structural Factors in the Anxiety of the Child, 3 (4), 1952, 380–401.

Frankenstein, C., Youth Aliyah and the Education of Young Immigrants, 4 (3), 1953, 217–225.

Frankenstein, C., The Meaning of the Term 'Cause' in Juvenile Delinquency Research, 4 (4), 1953, 299–321; Part II, 5 (1), 1954, 18–49; Part. III, 5 (2), 1954, 110–131.

Frankenstein,C., Training for Community Work in Israel, 5 (4), 1954, 311–332.

Frankenstein, C., Introduction to 'Psychotherapy with Children—Six Case Studies', 6 (1), 1954, 3–6.

Frankenstein, C., The Structural Meaning of Aggressivenes, 7 (2), 1955, 119–238.

Frankenstein, C., The Impact of Poverty on the Development of Intelligence, 8 (2), 1957, 153–170.

Frankenstein, C., Problems of Classifying Anti-Social Behavior in Children, 6 (3), 1955, 187–207.

Frankenstein, C., Annotated Bibliography on Juvenile Delinquency, 9 (1), 1958, 84.

Frankenstein, C., A New Type of Juvenile Delinquency, 9 (3), 1958, 237–249.

Frankenstein, C., The Functions of a Child Welfare Research Quarterly (on the 10th Anniversary of 'Megamot'), 11 (1), 1960, 3–6.

Frankenstein, C., The School without Parents, 12 (1), 1962, 2–23.

Frankenstein, C., Stages in the Development of the Retarded Child, 13 (2), 1964, 113–138.

Friedlander, K., From: 'The Psychoanalytical Approach to Juvenile Delinquency', 9 (1), 1958, 5–18.

Gabriel, K.R., The Effect of Immigration on Marriage and Birth Rates in Israel, 11 (2), 1961, 184–190.

Gange, R.M., and Bolles, R.C., A Review of Factors in Learning Efficiency, 13 (1), 1964, 87–101.

Garson, M., On the Stability of the Family in the 'Kibbutz' (Survey Findings), 13 (3-4), 1965, 375–384.

Gewirtz, J.L., The Age Course of Infant Smiling in Four Child-Rearing Environments, 14 (4), 1966, 281–312.

Gil, B., Schlessinger, E., Statistical Data on the Child Population of Israel, 1 (3), 1950, 264–276.

Glanz, J., Piaget's Theory of Intellectual Development in Children, 10 (1), 1959, 15–39.

Glaser, R., Programming and Subject-Matter Structure, 13 (2), 1964, 225–234. 225–234.

Glaser, R., Home, L.E., and Evans, J.L., An Evaluation of Text-books in Terms of Learning Principles, 13 (2), 1964, 235–238.

Gluckstein, N., Slum Quarters in Jerusalem, Tel Aviv and Haifa, 11 (3), 1961, 289–302.

Gluckstein N., Is Grade-Repetition Harmful?, 13 (1), 1964, 24–32.

Glueck, S., and E., From: 'Unravelling Juvenile Delinquency', 9 (1), 1958, 19–41.

Goitein, Sh. D., Jewish Education in Yemen, 2 (2), 1951, 152–180.

Goldberg, J., Outlines to Methods of Diagnosis and Treatment in the Approach to Behaviour Modification, 16 (3), 1969, 240–247.

Goldberg, J., Behaviour Modification as a Challenge to Traditional Methods of Therapy, 15 (4), 1968, 285–300.

Goldschmidt, E., Cohen, T., Bloch, N., Flum, Y. and Kadar, M., A Family Study of School Attainments, 11 (4), 1961, 345–356.

Groll, M., Individual and Society: Dialectical Materialism versus Psychological Approach, 3 (1), 1951, 50–64.

Gross, N., The Secondary School and Citizenship Education in Israel, 4 (3), 1953, 287–291.

Guttman, A.L., The Structure of Sociological Spaces, 13 (1), 1964, 3–10.

Guttman, L., The Non-metric Breakthrough for the Behavioral Sciences, 15 (1), 1967, 50–66.

Guttman, L., and Schlesinger, I.M., Construction of Intelligence Tests through Facet Design, 16 (2), 1969, 101–116.

Handel, A., The Self-Concept of Kibbutz Adolescents, 11 (2), 1961, 142–159.

Hausdorff, H., Selected Problems in Educational Research in the United States, 16 (2), 1969, 117–121.

Health Service in Israel in 1950/51, 3 (3), 1952, 292–304.

Hendel, A., Self-Actualization Through Education and Counselling, 12 (3), 1963, 259–273.

Herman, S.N. and Schild, E.O., The Training of Foreign Students; A Review of Research in Cross-Cultural Education, 11 (4), 1961, 357–363.

Heroshovsky-Ledermann, R., Individual Treatment of Backward Children in a Class Setting, 6 (4), 1955, 311–328.

Hess, A., A Combined Approach to Cerebral Dysfunction in Children, 14 (4), 1966, 335–347.

Hock, S., Some Problems of Mothers of Handicapped Children, 12 (2), 1962, 146–153.

Hoek, A., Prevalence and Care of Emotional Disorders in a Mixed Immigrant Housing Development, 15 (1), 1967, 107–126.

Hoek, A., Group Psychotherapy—A Demonstration of the Process, 11 (2), 1961, 160–172.

Hofman, J., E., and Zak, I., Inter-Personal Contact and Attitude Change, 16 (2), 1969, 141–146.

Holland, G., Lister, L., Slavson, S.R., Ackerman, N.W., Treatment of a Case of Behavior Disorder through Activity Group Therapy, in S.R. Slavson (ed.): The Practice of Group Therapy, International Universities Press, New York, 1947 (a translation), 6 (1), 1954, 60–73.

Horwitz, A., Rejected Boys in Youth Groups, 9 (2), 1958, 103–123.

Hurwitz, M., Legislation Concerning Children and Youth in Israel, 10 (1), 1959, 40–52.

Huss, H., Results of a Survey on 8th Grade Pupils in Special Education Frameworks, 13 (3–4), 367–371.

Ilan, A., The Aetiology of Neurosis According to Freud, 4 (1), 1952, 79–86.

Irvine, E., Supervision and Inservice Training of Social Workers in the Lasker Center, 2 (1), 1950, 27–33.

Izkowitz, M., Two Methods in Social Casework, 2 (2), 1951, 121–125.

Izkowitz, M., Training of Social Workers in the United States and in Israel, 4 (2), 1953, 174–181.

Jacobs, P., Some Relationships between Testing and Auto-Instructional Programming, 13 (2), 1964, 239.

Jaffe, E., A Study of Effects of Institutionalization on Adolescent Dependent Children, 15 (4), 1968, 257–365.

Jaffe, E., and Smilansky, M., The Extent and Causes of Early School Leaving, 9 (4), 1958, 275–286.

Jaffe, L.D., Delinquency Proneness and Family Anomalies, 12 (1), 1962, 67–78.

Jaffe, L.D., and Polansky, N.A., Verbal Inaccessibility and Delinquent Trends, 13 (2), 1964, 167–173.

Jahoda, M., Towards a Social Psychology of Mental Health (a translation), 10 (3), 1960, 222–231.

Jungwirth, A., The Attitudes toward Agriculture of Students in Agricultural Schools, 12 (2), 1962, 168–173.

Kaddar, M., Psychological Counselling in the Rehabilitation Process of the Handicapped, 16 (2), 1969, 169–184.

Kaneti, M., The Reading of Cheap Literature, 9 (3), 1958, 250–253.

Kaneti-Baruch, M., A Youth Aliyah Group in a Kibbutz, 11 (2), 1961, 124–141.

Katz, Z., Individual Differences Among Students in Special Classes, 5 (2), 1954, 274.

Katz, J., Traditional Society and Modern Society, 10 (4), 1960, 304–311.

Katz, S., and Zloczower, A., Ethnic Continuity in the Second Generation: A Report on Yemenites and Ashkenazim (European Jews) in a Small Israeli Town, 9 (3), 1958, 187–200.

Keren-Huss, H., Children Younger than Their Classmates: Their Scolastic Achievements and Social Adjustment, 9 (4), 1958, 317–327.

Klaus, D.K., The Art of Auto-Instructional Programming, 13 (2), 1964, 215–224.

Kleinberger, A.F., The Right to Educate Towards Material Values, 11 (4), 1961, 332–337.

Kleinberger, A.F. Reflections on Equality in Education, 13 (3–4), 1965, 257–288.

Kleinberger, A.F., The Professional Character of Teaching, 14 (1–3), 1966, 235–242.

Klineberg, O., Intelligence Tests in the Study of Ethnic Differences (abbreviated translation), 3 (4), 1952, 342–353.

Kohen, R., Principles of Therapy in an Institution for Immigrant Children, 8 (4), 1957, 393–410.

Kohls, M., Culture Patterns and Adjustment Processes of Moroccan Immigrants from Rural Areas, 8 (4), 1956, 345–376.

Kreitler, H., and Kreitler S., The Attitude of Israeli Youth Towards Social Ideals, 13 (2), 1964, 174–183.

Krivine, D., Working Children, 4 (3), 1953, 250–256.

Kubovi, D., Individual Treatment by the Teacher of Emotionally Disturbed Retarded Children, 11 (2), 1961, 173–183.

Kubovi, D., and Flum, J., Children of Borderline – Intelligence in Regular and in Special Classes, 13 (1), 1964, 11–23.

Kubovi, D., Teaching Matters as a Means for Improving Mental Health, 14 (1–3), 1966, 229–234.

Kugelmass, S., and Donchin, E., The Affective Value of Colors, 10 (3), 1960, 271–281.

Kugelmass, S., Breznitz, S., Svidovsky, T., Some Characteristics of the Moral Judgment of Adolescents, 12 (2), 1962, 103–109.

Kuperman, A., Attempts to Change the Achievement Motive among Pupils, 16 (2), 1969, 130–140.

Laksman, M., An Experiment in Programmed Teaching in Israel's Army, 14 (4), 1966, 377–380.

Lamm, Z., Teaching and Alienation, 14 (1–3), 1966, 163–171.

Lander, J., Konopka, G., Rabinow, B., Greenwod, E.D., The Role of Residential Treatment for Children (translated from American Journal of Orthopsychiatry, October, 1955), 7 (2), 1956, 204–212.

Langerman, S., Reading Patterns of English Grade Pupils, 10 (1), 1959, 3–11.

Levy, J., An Enquiry into the Civic Responsibility of Jerusalem Youth, 7 (3), 1956, 227–243.

Levy, J. and Weiss, A., Some Theoretical Notions About Family Therapy, 14 (4), 1966, 312–322.

Lewy, A., The Use of Library Computer Programs for Data Analysis, 16 (2), 1969, 122–129.

Lipset, H., Social Status and Higher Education among Jews in Czarist Russia, 16 (4), 1969, 385.

Lissak, M. and Yuchtman, E., The Pilot Trainee: Several Aspects of Role Analysis, 13 (2), 1964, 159–166.

Lissak, M., Factors Underlying Occupational Preference, 13 (3–4), 1965, 231–330.

Lissak, M., Stratification Models and Mobility Aspirations: Sources of Mobility Motivation, 15 (1), 1967, 66–82.

Litvak, Y., a) Absorption of Young, North African Immigrants; b) Vocational Education in Temporary Immigrant Settlements and Slums, 4 (4), 1953, 363–373.

Livne, E., Child Adoption in Israel, 6 (2), 1955, 139–147.

Loosli-Usteri, M., in L'Encéphale, No. 6, Paris (a translation), 6 (1), 1954, 50–59.

Lothan, G. (Lubinsky), Henrietta Szold's Contribution to Social Welfare in Israel, 2 (3), 1951, 207-208.

Luria, Z., Goldwasser, M., and Goldwasser, A., Response to Transgression in Stories by Israeli Children, 16 (1), 1968, 37–44.

Mahelman, Y., Preparation of Teachers for Elementary Schools, 3 (3), 1952, 238–258.

Maimon, J., Voluntary Teachers in Immigrants' Camps, 4 (1), 1952, 27–36.

Mead, M., UNESCO, 1953, 'Cultural Patterns and Technical Change'. Translations from the Manual edited by Margaret Mead. UNESCO, 1953, 6 (4), 1955, 333–345.

Meir, E.I., Borquow, C., Zur, A., and Ram, D., Consistency of Plans for the Near Future of Eighth Grade Students, 16 (2), 1969, 156–161.

Merzbach, A.H., On Hypomania in Childhood, 2 (4), 1951, 300–313.

Milgram, S., Some Conditions of Obedience and Disobedience to Authority, 15 (1), 1967, 31–50.

Milo, E., Some Statistical Data on Juvenile Delinquency in Israel, 10 (1), 1959, 59–64.

Minkowich, A., The Concept of Identification and its Relationship to Learning Theory, 11 (1), 1960, 7–22.

Minkowich, A., Identification, Imitation and Emphathy, 11 (3), 1961, 211–231.

Minkowich, A., and Shaked, A., The Authoritarian Personality, 12, (1), 1962, 24–47.

Minkowich, M., Extended Families' Adjustment to the 'Moshav', 12 (3), 1963, 281–284.

Minkowich, A., Experience and Abstract Thinking, 14 (1–3), 1966, 172–179.

Mizrahi, Y., A Follow-up Study of Secondary Agricultural School Graduates, 9 (2), 1958, 150–155.

Moses, R., The Growth and Dangers of Group-Psychotherapy in Israel, 13 (2), 1964, 204–206.

Muhsam, H.V., Methods of Measuring Height and Weight of Children in the First Four Years of Life, 1 (3), 1950, 233–238.

Nadad, A., Towards an Integrative Approach in the Treatment of Wayward Youth (conclusion), 5 (3), 1954, 333–362.

Nadad, A., The Village of Shalem—Image of a Poor Neighborhood, 7 (1), 1956, 5–40.

Nir., R., The Validity of the Bagrut Matriculation Examination in Hebrew Language, 14 (4), 1966, 372–376.

Nir, R., An Exploration of the Vocabulary of Idioms of the Secondary School Pupil in Israel, 15 (4), 1968, 328–344.

Noy, P., Causes of Suicide, 10 (4), 1960, 336–353.

Noy, P., Psychoanalytic Views of Art, 14 (4), 1966, 347–359.

On the Problem of Ethnic Differences—Summary of Discussion, 3 (4), 1952, 319–329.

Oesterreicher, G., and Beigel, Sh., The Wechsler-Bellevue Test and its Diagnostic Value, 1 (2), 1950, 169–179.

Oliver, R.A.C., Research in Education (a summary), 1 (3), 1950, 251–263.

On Primitive Patterns of Thinking, based on Werner, H.: Comparative Psychology on Mental Development, 4 (3), 1953, 232–249.

On the Placement of Young Children—a Report, 6 (2), 1955, 171–179.

Oren, J., (Austern), Notes on the White House, Mid-Century Conference on Children and Youth, 3 (1), 1951, 65–67.

Orr, L., The Reliability of the 'Bagrut' Examinations in Israel, 12 (3), 1963, 220–243.

Ortar, G., The Validity in Israel of Certain Intelligence Tests for Children at the Age of Six, 1 (3), 1950, 206–223.

Ortar, G., Basic Statistics in Psychology, 2 (3), 1951, 209–225.

Ortar, G., and Frankenstein, C. How to Develop Abstract Thinking in Immigrant Children from Oriental Countries, 2 (4), 1951, 361–384.

Ortar, G., On the Validity of Certain School Entrance Tests—a follow-up study, 3 (4), 375–379.

Ortar, G., Standardization in Israel of the Wechsler Test for Children, 4 (1), 1952, 87–100.

Ortar, G., Differences in the Structure of Intelligence—A Comparative Analysis of Ethnic Sub-Groups, 4 (2), 1953, 109–122.

Ortar, G., The Diagnostic Significance of the Wechsler-Bellevue Test at Different Intelligence Levels, 4 (3), 1953, 199–216.

Ortar, G., The Eighth Grade Survey of 1955, 7 (1), 1956, 76–85.

Ortar, G., The Influence of Some Environment Factors on Bible Study in Elementary School, 7 (3), 1956, 265–273.

Ortar, G., Elementary School Graduates: Their Scholastic Aspirations and Achievements, 8 (1), 1957, 56–70.

Ortar, G., Verbal and Performance Tests: Their Relative Value as Tools for Intercultural Comparison, 9 (3), 1958, 207–227.

Ortar, G., The Predictive Value of the 'Eighth Grade Survey' Tests: A follow-up study, 10 (3), 1960, 209–221.

Ortar, G., Improving Test Validity by Coaching, 11 (1), 1960, 33–37.

Ortar, G., Principles of Transfer of Psychological Tests from One Culture to Another, 11 (4), 1961, 338–344.

Ortar, G., The Entrance Examinations to the Department of Psychology of the Hebrew University: A Follow-up study, 31 (3–4), 1965, 331–345.

Ortar, G., A way to Avoid Cultural Retardation of the Young Child, 14 (1–3), 1966, 78–86.

Ortar, G., Educational Achievements as Related to Socio-Cultural Background of Primary School Graduates in Israel, 15 (2–3), 1967, 220–230.

Palgi, P., Goldvaser, M., and Goldman, C., Personality Disturbances Typical of a group of Iraki Women in Light of the Cultural Background of their Community, 6 (3), 1955, 236–242.

Parnass-Honig, T., The Significance of Youth Aliyah Education for the Social Integration of Immigrant Youth from Rural Settlements, 9 (2), 1958, 124–132.

Peres, Y., Ehrlich, A., and Yuval-Davis, N., Education for National Identity of Arab Youth in Israel, 16 (1), 1968, 26–36.

Perlberg, A., and Resh, M., Evaluation of the Effectiveness of the Overhead Projector in Teaching Technion Students, 1 (1), 1964, 46–53.

Perlberg, A., Predicting Sholastic Achievements of 'Technion' Students, 13 (3–4), 1965, 345–349.

Pilliner, A.E.G., Allocation to Secondary Schools at 11, 12 (1), 1962, 52–60.

Pinczower-Langerman, S., Hirschenberg, O., and Chen, M., Reading Patterns of High School Youth, 9 (4), 1958, 287–300.

Poznanski-Hagari, A., and Korczak, J., Affectional Relationship Between Children in Institutions, 8 (4), 1957, 419–429.

Pressey, S.L., Some Perspectives and Major Problems Regarding Teaching Machines, 13 (1), 1964, 77–81.

Principles and Applications of Programmed Automated Teaching, Selected Papers (Translation), 13 (1), 1964, 54.

Principles and Applications of Programmed Automated Teaching (Selection II), 13 (2), 1964, 215.

Problems in the Education of the Gifted, 11 (1), 1960, 38–51.

Procaccia, G., The Israel Age of Marriage Act, 1950—a critical analysis, 2 (4), 1951, 385–39.

Proposed United Nations Charter for the Rights of the Child, 1 (1), 1949, 59–62.

Rapapport, J., In Clarification of the Approach of Aliyat Hanoar and its Plan in Israeli Education, 5 (1), 1953, 50–77.

Reckless, W.C., and Shoham, S., Norm Containment Theory as Applied to Delinquency and Crime, 13 (2), 1964, 184–187.

Redl, F. and Weitenberg, V., Problems of Mental Hygiene in School 6 (3), 1955, 243–253.

Reeb, M., Construction of a Questionnaire to Parallel a Valid Structured Interview in the Israel Defense Forces, 16 (1), 1968, 69–74.

Reifen, D., Court for Disturbed Youth and Families, 6 (3), 1955, 208–217.

Reifen, D., Sexual Offences Against Children, A New Method of Investigation, 7 (4), 1956, 399–405.

Reifen, D., Children in 'Need of Care and Protection', 11 (3), 1961, 253–263.

Reifen, D., The Legal Status of 'Young-Adult' Delinquents, 13 (3–4), 1965, 372–374.

Reinhold, M., Problems of Zionist Education in Youth Organizations Abroad, 4 (4), 1953, 323–349.

Report to the London C.C. Committee on Juvenile Delinquency, 2 (2), 1951, 187–188.

Report on the Juvenile Delinquency in Israel, submitted to the Ministry of Justice by the Committee for the Study of Juvenile Delinquency, 7 (4), 1956, 377–398.

Rieger, G., Problems of Adjustment of Yemenite Children in Israel, 3 (3), 1952, 259–291.

Rim., J., Job Incentives, 12 (3), 1963, 274–280.

Rim. Y., National Stereotypes in Children, 16 (1), 1968, 45–50.

Robinson, S., Education through History, 3 (1), 1951, 78–96.

Robinson, S., On Citizenship Education, 4 (3), 1953, 266–276.

Ron, K., The Configurational Approach to Etiology: A Description of Two Cases, 12 (3), 1963, 350.

Rosenbluth, D., Bowlby, J., and Rondinesco, J., Separation from the Mother, as a Traumatic Experience for the Child (translation), 4 (3), 1953, 226–231.

Rosenfeld, H., The Process of Fission in the Arab Extended Family, 8 (4), 1957, 411–418.

Rosenfeld, H., The Planning of Cultural and Recreation Centers in the Arab Villages, 11 (4), 1961, 373–381.

Rosenfeld, J.M.,, Rapoport, L., Student Advising in Social Work Education, 14 (1–3), 1966, 243–256.

Rotenstreich, N., The Philosophies of American Education, (4), 1950, 297–311.

Rotenstreich, N., Education and Ethics, 2 (2), 1951, 111–120.

Rotenstreich, N., Ethnic Differences and the Value Problem, 2 (4), 1961. 327–338.

Rotenstreich, N., Adjustment and Education, 10 (4), 1960, 297–303.

Rotenstreich, N., On Binding Values, 12 (1), 1962, 48–51.

Roth, M., Remarks on Dr. S. Smilansky's 'The Kindergarten as a Means of Promoting Intellectual Development in Underprivileged Children', 9 (4), 1958, 334.

Rothschild, S., Internalization as a Primary Aspect of Development, 14 (1–3), 1966, 55–67.

Rural Playgrounds in Israel, 1 (4), 1950, 370–376.

Salmon, H., Some Suggestions for Student Personnel and Counselling Services in Israeli Universities, 14 (1–3), 1966, 257–280.

Sapir, R., European Families under a Temporary Foster Placement Scheme, 3 (1), 1951, 8–36.

Sarell, M., The Second Generation in the Kibbutz—'Conservatism' vs. 'Innovation', 11 (2), 1961, 99–123.

Schmelz, O., A Statistical Survey of the Israeli School System, 1955/56, 7 (3), 1956, 296–331.

Schmelz, O., Age Distribution in Elementary School Grades, 7 (4), 1956, 412.

Schubert, Y., The Szondi Test and its Theoretical Basis, 1 (4), 1950, 312–334.

Schmideberg, M., The Failure of Modern Parents—excerpts from 'Environmental Therapy Based on Psychoanalysis', 1 (3), 1950, 224–232.

Selltiz, C.J., Deutsche, M., and Cook, S.W., Research Methods in Social Relations. An abridged translation of chapters 3–11 and 14 of the revised edition, 1959. Printed by permission of Henry Holt & Co., Inc., 10 (2), 1959.

Shanan, J., and Moses, R., A Preliminary Communication on the Impact of Social Background on the Readiness to Offer Psychotherapy, 11 (1), 1960, 52–57.

Shanan, Y., and Nissan, S., Sentence Completion—A Method for Personality, Assessment and Research in Israel, 11 (3), 1961, 232–252.

Shanan, Y., Active Coping, 15 (2–), 1967, 188–196.

Shapira, D., The Social Worker and her Client in a New Immigrants' Settlement, 7 (3), 1956, 286–295.

Shapira, R., and Etzioni, E., The Impact of Youth Movement Membership on the Values of Israeli Students, 16 (3), 1969, 274–285.

Shenan, Y., Remedial Classes, 3 (2), 1952, 111–136.

Shils, E., Society and Societies: The Macro-Sociological View, 15 (–3), 1967, 127–136.

Shoham, S., The Sentencing Policy of Criminal Courts in Israel, 11 (3), 1961, 264–278.

Shoham, S., Notes on the Theoretical Boundaries of Criminology, 12 (1), 1962, 60–67.

Shoham, S., Conflict Situation and Delinquent Solutions, 12 (4), 1963, 308–315.

Shuval, J., Socialization and Adjustment Problems of Children in Immigrant Families: A Research Design, 7 (2), 1956, 181–203.

Shuval, J., Comments on Dr. R. Feuerstein and M. Richelle's 'Perception and Drawing Ability of North African Jewish Children', 9 (2), 1958, 334.

Shuval, J., Factors Related to Identification with Place of Residence in New-Immigrant Settlements, 11 (1), 1960, 66–72.

Shuval, J., Occupational Interests and Sex-Role Congruence, 12 (3), 1963, 244–251.

Shuval, J., Parental Pressure and Career Commitments, 13 (1), 1964, 33–39.

Sikron, M., The Demographic Structure of Israel's Adult and Child Population, 6 (2), 1955, 91–113.

Simon, E., On the Double Meaning of the Concept of Primitivity, 2 (3), 1951, 277–284.

Simon, E., The Human Conditions: The Educational Theories of Carl Frankenstein, 14 (1–3), 1966, 7–54.

Simon, A., The Structure of Elementary Education in an Immigrant City, 4 (4), 1953, 374.

Simon, A., On the Scholastic Achievements of Immigrant Children in the Lower Elementary Grades, 8 (4), 1957, 343–368.

Simon, U., Education of the Oriental Immigrant Child and the Problem of Child-Parent Relations, 8 (1), 1957, 41–55.

Simonds, P.M., Education and Psychotherapy, 3 (2), 1952, 137–147.

Singer (Sharan), S., Family Interaction with Schizophrenics and their Siblings, 14 (4), 1966, 322–334.

Slavson, M.R., Nature and Problems of Group Guidance, 5 (1), 1953, 3–17.

Slavson, S.R., Child Psychotherapy, ch. XI, Columbia University Press, New York, 1952 (a translation), 6 (1), 1954, 7–18.

Smilansky, M., Suggestions for Treating Youth lacking an Educational Framework, 5 (3), 1954, 261–273.

Smilansky, M., Survey of Youth Services in Ma'abaroth, 6 (2), 1955, 153–170.

Smilansky, M., Principles of Community Development and Their Significance in Israel, 7 (1), 1956, 93–118.

Smilansky, M., The Social Implications of the Educational Structure in Israel, 8 (3), 1957.

Smilansky, M., A Suggestion for the Organization of Youth Services in Moshavim (Immigrants' Cooperative Villages), 9 (3), 1958, 263–266.

Smilansky, M. and Parnas, T., Educational and Vocational Guidance in Israel: A follow-up study, 10 (2), 1959, 242–270.

Smilansky, M., Outlines for a Reform in Secondary Education, 11 (4), 1961, 364–372.

Smilansky, M., Burg, B., and Krieger, T., Regional Enrichment Centers for Disadvantaged Children in the Grades of Elementary School, 14 (1–3), 1966, 200–212.

Smilansky, M., and Parnas, T., Educational and Vocational Guidance in Israel: A follow-up study, 10 (3), 1960, 242–270.

Smilansky, S., A Rehabilitation Center for Mentally Handicapped Children, 5 (4), 1954, 375–385.

Smilansky, S., A Rating Scale for Adjustment and its Uses in an Educational Institution, 8 (1), 1957, 71–89.

Smilansky, S., Children who fail in the First Elementary Grades and Their Parents, 8 (4), 1957, 430.

Smilansky, S., The Kindergarten as a Means of Promoting Intellectual Development in Underprivileged Children, 9 (2), 1958, 165.

Smilansky, M., and Yam, Y., The Relationship Between Family Size, Ethnic Origin, Father's Education and Student's Achievements, 16 (3), 1966, 248–273.

Smilansky, S., The Effect of Certain Learning Conditions on Disadvantaged Children of Pre-School Age, 14 (1–3), 1966, 213–224.

Smilansky, S., Socio-Dramatic Play for Underprivileged Kindergarten Children, 15 (4), 1968, 301–315.

Solomon, M., The Relation of Reading Achievement to Moral Judgment, 16 (3), 1969, 229–239.

Some Resolutions Adopted by the General Council of The International Union for Child Welfare, 2 (1), 1950, 91–93.

Spielman, M., Self-Evaluation and Ability of Vocational Planning in 8th Grade Pupils, 13 (3–4), 1965, 350–359.

Skinner, B.F., The Science of Learning and the Art of Teaching, 13 (1), 1964, 57.

Stott, D.H., From 'Delinquency and Human Nature', 9 (1), 1958, 58–72.

Suggestions for Slum-Clearance Policy in Israel, 6 (4), 1955, 346–361.

A Symposium, Curriculum Construction for Elementary Schools, 7 (3), 1956, 254–265.

Talmon-Gerber, J., The Family and Occupational Placement of the Second Generation in the Collectives, 8 (4), 1957, 369–392.

Tamarin, G.R., The Depersonalisation of the Intellectual, 12 (2), 1962, 154–157.

Tappan, P.W., From 'Juvenile Delinquency', 11 (1), 1958, 73–83.

Tcherniak, A., Methods of Scoring Aptitude Tests, 11 (1), 1960, 73–78.

Tcherniak, A., Some Problems of Validity, 10 (2), 1959, 232–241.

Tcherniak., A., The Validity of Predicting Success in Work, 11 (3), 1961, 382–388.

Terms of Programmed Learning—Glossary, 13 (1), 1964, 102.

The Evaluation of Mental Health Programs: Methods for Community Mental Health Research (Chapter on Hypothesis Formation)—J.C. Glidewell, I.N Mensh, H.R. Domke, M.C.L. Gildea and A.D. Buchmueller, Discussion (extracts)—S.R. Escalona, Problems in Evaluation of Mental Health Programs (extracts)—P.V. Lenkan and B. Basamanick (translated from The American Journal of Orthopsychiatry, January, 1957), 9 (3), 1958, 228–236.

The Literature of Educational Administration, 13 (2), 1964, 209.

The Social Service Bureau for School-Children, a plan suggested by the Henrietta Szold Foundation, 1 (2), 1950, 180–184.

Treatment Approach to the Sub-Standard Family based on 'The Neglected Child and his Family', (Oxford University Press, 1948), 1 (1), 1949, 51–58.

Tuma, E., Child Rearing in an Arab Village, 6 (2), 1955, 130–138.

Ucko, S., The Role of the Primary School Teacher, 6 (4), 1955, 329–322.

Wallach, M.A., and Kogan, N., A New Look at the Creativity—Intelligence Distinction, 13 (3–4), 1965, 289–294.

Wechsler, D., Machines and Human Thinking, 13 (2), 1964, 200–203.

Weihl, H., A Mental Hospital as a Bureaucratic Structure, 12 (1), 1962, 79–83.

Weingrod, A., Moroccan Jewry in Transition, 10 (3), 1960, 193–298.

Weingrod, A., Change and Continuity in a Moroccan Immigrant Moshav, 10 (4), 1960, 322–335.

Weingrod, A. and Minkowich, M., the Absorption of the Second Generation in Immigrants' 'Moshavim', 12 (4), 1963, 363–372.

Weintraub, D., Problems of Assimilation and Acclimation in Immigrant Settlements, 5 (3), 1954, 248–260.

Weintraub, D., Problems of Assimilation and Acclimation in Immigrant Families on their Adjustment to the Moshav, 10 (4), 1960, 312–321.

Weintraub, D., and Bernstein F., Social Structure and Modernization: A comparative Study of Two Villages, 13 (3–4), 1965, 308–320.

Weintraub, D., and Parness, T., Stratification Models, Orientation to Change and Modernization: A Pilot Study of Farm Youths in Israel, 15 (2–3), 1967, 259–289.

Weiser, Z., and Schlesinger, I.M., The Influence of Different Systems of Hebrew Orthography on Reading Efficiency, 16 (4), 1969, 276–384.

Weiss-Atron, R., Some Aspects of Vocational Guidance in the United States, 2 (2), 1951, 181–186.

Wilner, D., Comments on the Sphere of Anthropology and Several of its Approaches to the Problem of Absorbing Immigrants, 7 (1), 1956, 86–92.

Wilner, D., Problems Involved in the Establishment of Cottage Industries in Immigrants' Cooperative Settlements, 7 (3), 1956, 274–284.

Wolfson, T., Some Problems in the Use of Non-Verbal Intelligence for Elementary School Children, 3 (2), 1952, 148–157.

Wolins, M., The Societal Function of Social Welfare, 15 (4), 1968, 316–327.

Yonas, B., Beit Shoulia—Experiment in Youth Rehabilitation, 6 (3), 1955, 218–235.

Zadik, B., Field-Dependence-Independence among Oriental and Western School Children, 16 (1), 1968, 51–58.

Zeaman, D., Skinner's Theory of Teaching Machines, 13 (1), 1964, 82–86.

Ziv., A., and Shchori, H., Effectiveness of Group Therapy for Parents of 'Problem' Children, 15 (4), 1968, 388.

Ziv, A., and Shpiegel I., Different Approaches in the Evaluation of School Problems, 16 (2), 1969, 147–155.

Zloczower, A., and Prywes, M., Achievement in Medical School and Career Patterns, 15 (2–3), 1967, 231–249.

THE HENRIETTA SZOLD INSTITUTE
NATIONAL INSTITUTE FOR RESEARCH
IN THE BEHAVIORAL SCIENCES

מכון הנרייטה סאלד
המכון הארצי למחקר
במדעי ההתנהגות

רשימת פרסומים

דו"חות מחקר

LIST OF PUBLICATIONS

RESEARCH REPORTS

September, 1970

אלול, תש"ל

MEGAMOT, Behavioral Sciences Quarterly
Published by The Szold Institute

Yearly Subscription (4 numbers)	$ 5.—
Single Copy	$ 1.—

(English Summaries included as of 1955)
(Prices include postage and delivery)

מגמות, רבעון למדעי ההתנהגות
מוצא לאור על־ידי מכון סאלד

דמי מנוי לשנה (4 חוברות)	—.12 ל"י
מחיר חוברת בודדת	3.50 ל"י

(המחיר כולל דמי משלוח)

הכתובת: רח' קולומביה 9, קרית מנחם, ירושלים. טל. 62401

Address: 9, Columbia Street, Kiryat Menachem, Jerusalem. Tel. 62401

שם הדו״ח Name of Research Report	פרסום מס. Public. No.	דו״ח מס. Report No.	שנת ההופעה Year of Public.	מחיר Price
ניסוי פרוגרמי בהוראת השפה האנגלית לטעוני טיפוח, בצורה מתוכנתת לשנת הלימודים הראשונה של שפה זרה באת פנינה למדן An Experimental Programmed First Year English Language Course for Culturally Disadvantaged Children by *Puina Lamdan* **(Books A, B, C, D including Primer to Book A and Teachers Guide to Each Book)**	442	—		ל״י 14.— $ 4.50
ניסויים פרוגרמיים בהוראת החשבון לטעוני טיפוח בכיתות הביניים של בית הספר היסודי באת י. רפפורט, שושנה אורנן, שולמית ביאליק ויעל לוין Experiments in the Teaching of Arithmetic to Culturally Disadvantaged Children in the Middle Grades of Elementary School By *J. Rapo,,ort, S. Ornan, Shulamit Bialik and Yoel Levin* **(27 Instructional Booklet Series Including Practice Cards and Diagnostic Tests)** **(Only in Hebrew)**	445	—	1965-6	ל״י 63.35 $ 20.00
ניסוי פרוגרמי בהוראת המולדת לטעוני טיפוח בכיתות הביניים של בית הספר היסודי באת זהבה מלכיאל ורבקה לבנה The Experiments in the Teaching of Geography to Culturally Disadvantaged Children in the Middle Grades of Elementary School by *Zahava Malchiel, Rivka Livnch* **(Only in Hebrew)**	447	—	1966-7	ל״י 4.50 $ 2.00
הנשירה בכיתות הגבוהות של בית הספר היסודי (היקף וסיבות) באת נעמי גן (גליקשטיין) (פורסם בחוברת ה׳ „בחינוך היסודי" משרד החינוך והתרבות) Dropouts of Upper Elementary Grades (Incidence and Causes) by *Naomi Gan (Glückstein)* **(Only in Hebrew)** **(Published in "Elementary Education", Vol 5. Ministry of Education and Culture)**	448	104	1966	
Bases for Intellectual Advancement of Culturally Disadvantaged Children by *Professor M. Smilansky, Dr. Sarah Smilansky*	449	105	[illegible]	[illegible] $ [illegible].00
Experiments in Cultural, Enrichment and Preparation for Secondary Education of Gifted Pupils in Schools for Disadvantaged Children by *Professor M. Smilansky, Blanca Burg and Thchila Krieger*	450	106	1966	ל״י 9.— $ 3.00
תלמידים מוכשרים מבתי ספר טעוני טיפוח. זיהויים וטיפוחם בחינוך העל-יסודי (דו״ח טכני מס׳ 1) באת ד״ר מ. סמילנסקי, ד. נבו וש. מרבך	451	107	1966	ל״י 9.— $ 3.00
Identification and Intellectual Advancement of Gifted Culturally Disadvantaged Youth in Post-Elementary Education (Technical Report No. 1) by *Professor M. Smilansky, D. Nevo and S. Marbach*	451	107	1966	ל״י 9.— $ 3.00
A Demonstration Program of Pre-School Activities to Promote Scholastic Success for Culturally Disadvantaged Children by *Dr. Sarah Smilansky*	452	108	1964	ל״י 3.— $ 1.00

שם הדו״ח Name of Research Report	פרסום מס. Public. No.	דו״ח מס. Report No.	שנת הופעה Year of Public.	מחיר Price
השפעתם של תנאי למידה מסויימים על תהליך הלמידה של ילדים מעוטי טיפוח בני 4 עד 6 שנים — מאת ד״ר שרה סמילנסקי	453	109	1966	*
Experiments of the Effect of Certain Conditions on the Learning Processes of Culturally Deprived Children by *Dr. Sarah Smilansky*	454	110	1966	ל״י 9.— $ 3.00
Current Issues in Counseling and Guidance by *Marcia Froimson*	455	111	1967	ל״י 6.— $ 2.00
מערכת מבחנים להערכה של רמת התפתחות חינוכית בבתי״ס על־יסודיים — מאת י. בנטוויץ׳, י. לוין ודלית אורמיאן	456	112	1967	ל״י 3.— $ 1.00
A Battery of Tests on General Educational Development for Post-Elementary Schools by *J. Bentwich, J. Levin and Dalit Ormian*	456	112	1967	ל״י 3.— $ 1.00
הפעלת תכנית יום לימודים ארוך בבתי ספר מעוטי טיפוח (שלב א׳) — מאת נעמי גן (גליקשטיין), י. ים Implementation of the Extended-School-Day in Schools for Culturally Disadvantaged Children by *Naomi Gan (Glückstein), J. Yam* **(Only in Hebrew)**	457	113	1966	ל״י 6.— $ 2.00
Community Action Programmes for the Control and Prevention of Delinquency (An Analysis of the Literature) by *Dr. M. Amir*	458	—	1966	ל״י 9.— $ 3.00
החינוך המקצועי וצרכי התעשיה — דו״ח על סקר מוקדם בענף המתכת — מאת רינה דורון בשיתוף עם אינג׳ א. לדרר	459	114	1967	ל״י 6.— $ 2.00
Vocational Training and Industrial Needs — Report on a Pilot Study in the Metal Work Industry by *Rina Doron in Cooperation with Eng. A. Lederer*	459	114	1967	ל״י 6.— $ 2.00
The Development, Use and Evaluation of Self Instructional Programs in Israel by *Dr. P. I. Jacobs*	460	115	1968	ל״י 6.— $ 2.00
התנהגות עבריינית של ילדים מתחת לגיל האחריות הפלילית (גיל 9) — מאת ד״ר מ. אמיר, ד. מקס Child Delinquency-Delinquent Behaviour of Children Below the Age of Criminal Responsibility (Age Nine) by *Dr. M. Amir, D. Max* **(Only in Hebrew)** **(A Short English Summary Included)**	461	116	1968	ל״י 10.— $ 3.50
שאלות למחקר בתחום הספורט (דו״ח סקר) — מאת י. לזובסקי A Survey of Applied Research Topics in Sports by. *Y. Lazovsky* **(Only in Hebrew)**	462	118	1968	ל״י 2.50 $ 1.00
בדיקת דרכי המיון של המועמדים לפנימיות של מפעל הטיפוח בחינוך העל־יסודי — מאת ד״ר י. לוין, ד. נבו Investigation of Selection Procedures for Candidates to Residential Centers for Culturally Disadvantaged High School Students by *Dr. Y. Levin, D. Nevo* **(Only in Hebrew)**	463	117	1968	ל״י 2.50 $ 1.00

* Out of print

שם הדו״ח Name of Research Report	פרסום מס. Public. No.	דו״ח מס. Report No.	שנת ההופעה Year of Public.	מחיר Price
Report of the Commission on Violent Behavior in Government Social Welfare Offices by *Dr. M. Amir*	464	—	1967	ל״י 2.50 $ 1.00
Patterns of Action for a Demonstration Program in Beit Shemesh and Netivot by *Dr. J. Ho[illegible]ara*	465	119	1967	*
דו״ח התקדמות של מכון הנרייטה סאלד לשנים 1965—6 רק באנגלית Progress Report of the Henrietta Szold Institute Covering the Years 1965-6				free
התפתחות האינטלקטואלית של ילדי קבוץ, בנים להורים מארצות אסיה־אפריקה (חלק א׳) מאת פרופ. מ. סמילנסקי, ד״ר שרה סמילנסקי	466	120	1970	
The Intellectual Development of Kibbutz-Born Children of "Oriental" (Middle Eastern and North African) Origin (part 1) by *Prof. M. Smilansky and Dr. Sarah Smilansky*	466	120	1970	
טעוני טיפוח בארץ ובעולם — סקירה ביבליוגרפית מאת י. רפפורט, שושנה קניאל	467	121	1970	
Culturally Disadvantaged Children in Israel and Other Countries — A Survey of the Bibliography by *Y. Rapaport, Shoshana Kaniel*	467	121	1970	
עבריינות מין ומוסר נגד קטינים מאת ד״ר מ. אמיר	468	122	1968	ל״י 7.— $ 2.50
Sex Offences Against Minors in Israel by *Dr. M. Amir*	468	122	1970	ל״י 7.— $ 2.50
עיסוקים דיפרנציאליים של נוער מתבגר בעיירות פיתוח מאת מ. צ׳ליק Differential Pursuits of Adolescents in Development Towns by *M. Cialic* **(Only in Hebrew)** **(A Short English Summary Included)**	469	123	1969	ל״י 2.50 $ 1.00
התמדת נערים במקצועם (מעקב אחר בוגרי בתי״ס מקצועיים דו־שנתיים בתשכ״ד) מאת נעמי דורון Occupational Consistency of Youth Follow-up of Graduates of Two-Year Vocational Schools by *Noomi Doron* **(Only in Hebrew)** **(A Short English Summary Included)**	470	124	1968	ל״י 4.50 $ 1.50
בית הספר המקצועי, תכנית הלימודים וצרכי המשק בענפי החשמל והאלקטרוניקה מאת אסתר ניצן	471	125	1968	ל״י 9.— $ 3.00
Vocational Schools: Relation of Curricula to Needs in the Fields of the Electrical and Electronic Industries by *Esther Nitzan*	471	125	1969	ל״י 9.— $ 3.00
פתוח כושר אינטלקטואלי של ילדים טעוני טיפוח באמצעות המשחק הסוציודרמטי מאת ד״ר שרה סמילנסקי (The Hebrew Version of the Book Published by Wiley and Sons) The Effects of Sociodramatic Play on Culturally Disadvantaged Children (Published by Wiley and Sons) by *Dr. Sarah Smilansky*	472	126	1968	ל״י 11.— $ 3.50

* Out of print

שם הדו״ח Name of Research Report	פרסום מס. Public. No.	דו״ח מס. Report No	שנת ההופעה Year of Public.	מחיר Price
המתנדבים לישראל (בעקבות מלחמת ששת הימים). הקריבה המניעים ומסלולי הטיפול בהם מאת תמר הורוביץ, מ. צליק ובהשתתפות ד״ר י. הודרה Volunteers for Israel (In the Wake of the Six Day War). Their Motives and Work Careers by *Tamar Horowitz, M. Cialic* in Association with *Dr. J. Hodara*	473 473	127 127	1969 1970	ל״י 9.— $ 3.00 ל״י 9.— $ 3.00
סיכום תוצאות בחינות הגמר לשנת הלימודים תשכ״ו בבתי־הספר המקצועיים מאת י. ים Results of Final Examinations in Vocational and Technical Schools. Academic Year 1965/6 by *J. Yam* (Only in Hebrew)	474	128	1968	ל״י 2.50 $ 1.00
דפוסי פיתוח קהילתי בנתיבות ובית שמש (עיירות פיתוח) שלב א׳ מאת תמר הורוביץ Community Development Patterns in Netivot and Beit Shemesh (Development Towns) Preliminary Phase by *Tamar Horowitz*	475 475	129 129	1969 1969	ל״י 2.50 $ 1.00 ל״י 2.50 $ 1.00
An Enrolment Projection of Elementary School Pupils in Israel for the Years 1968-1973 by *J. Yam* תחזית אוכלוסיית תלמידים במערכת החינוך היסודי לחמש השנים: תשכ״ח—תשל״ג רק באנגלית מאת י. ים	476	130	1968	ל״י 7.50 $ 2.50
מפקד מורים בבתי־הספר העל־יסודיים מאת י. ים Census of Teachers in High Schools by *J. Yam* (Only in Hebrew)	477	131	1969	ל״י 2.50 $ 1.00
Concentration and Segregation of Geostatical Distributions. New Methods and Exemplary Illustrations by *J. Yam*	478		1968	ל״י 9.— $ 3.00
סיכום תוצאות בחינות הגמר לשנת הלימודים תשכ״ז בבתי־הספר המקצועיים מאת י. ים Results of Final Examinations in Vocational and Technical Schools. Academic Year 1966/67 by *J. Yam* (Only in Hebrew) (A Short English Summary Included)	479	132	1968	ל״י 2.50 $ 1.00
דו״ח השוואה בין תוצאות בחינות הגמר בבתי־הספר המקצועיים בשנים תשכ״ג—תשכ״ז מאת רינה דורון A Comparison Between the Results of Final Examinations in Vocational Schools in the Years 1963/67 by *Rina Doron* (Only in Hebrew) (A Short English Summary Included)	480	133	1969	ל״י 2.50 $ 1.00

שם הדו"ח Name of Research Report	פרסום מס. Public. No.	דו"ח מס. Report No.	שנת הופעה Year of Public.	מחיר Price
מידת הקונפורמיות לסטנדרטים הדתיים אצל בנות בגיל ההתבגרות מאת ש. רקובר, י. ינון ורבקה ארד Degree of Conformity to Religious Standards in Adolescent Girls by *S. Rakover, Y. Yanon and Rivka Arad* **(Only in Hebrew)** **(A Short English Summary Included)** **(Article Reporting the results, in MEGAMOT, Vol. 17, No. 2)**	481	134	1969	ל"י 6.— $ 2.—
אי סדירות הביקור בבתיה"ס היסודי — שלב א׳ מאת ד"ר מ. אמיר, ד. מקס Irregular Attendance in Elementary Schools by *Dr. M. Amir, D. Max* **(Only in Hebrew)** **(A Short English Summary Included)**	482	135	1969	ל"י 9.— $ 3.00
עלית הנוער — מפעל המכינות. (בדיקת התהליך החינוכי) מאת ד"ר ח. רפפורט, רבקה ארד Youth Aliyah (Immigration) — Evaluation of the Educational Process in the Mechinot (Preparatory Classes of Disadvantaged Children)	483	136	1968	ל"י 10.00 $ 3.50
by *Dr. Ch. Rapaport, Rivka Arad*	483	136	1969	ל' 10.00 $ 3.50
ספר „דרכים בלתי קונבנציונליות" בחינוך הישראלי מאת מרים גליקסון Some Aspects of "Non Conventional Methods" of Education in Israel	484	137	1969	ל"י 9.— $ 3.00
(Available also in French and Spanish) by *Miriam Glikson*	484	137	1969	ל"י 9.— $ 3.00
יישום שיטות אנליזות רגרסיה מרובה ושל ניתוח המרחב הקטן בבחינות הבגרות ובמערכות ההכוונה והמיון של מועמדים לחינוך העל-תיכוני מאת רינה דורון מאמר במגמות, כרך י"ז, מס׳ 2 The Application of Multiple Regression and Smallest Space Analysis in Assessing the Use of the Israeli Matriculation Examinations for Counselling, Guidance and Selection of Candidates for Tertiary Education by *Rina Doron* **(Article Reporting the Results in MEGAMOT, Vol. XVII, No. 2)**	485	138	1970	
דפוסי תרבות הנוער בתנועות נוער מאת מ. חן Educational Concomitants of Adolescent Participation in Israeli Youth Organizations by *Michael Chen* **(רק באנגלית)**	486	139	1969	ל"י 6.— $ 2.00
מניעי הפונים לבחינות בגרות חיצוניות מאת ד"ר י. גוטמן, נעמי דורון Motives of Post-High School Applicants to the External Matriculation Examinations by *Dr. I. Guttman, Naomi Doron* **(Only in Hebrew)** **(A Short English Summary Included)**	487	140	1969	ל"י 2.50 $ 1.00
מעקב אחר בוגרי בתי ספר מקצועיים תלת שנתיים וארבע שנתיים חלק א׳ — בנים מאת ד"ר י. גוטמן, ש. ארד חלק ב׳ — בנות מאת רינה דורון A Follow-up of Graduates of Three and Four Year Vocational Schools (1962/64) Part I — Males by *Dr. I. Guttman, Sh. Arad* Part II — Females by *Rina Doron* **(Only in Hebrew)** **(A Short English Summary Included)**	488	141	1970	

שם הדו״ח Name of Research Report	פרסום מס. Public. No.	דו״ח מס. Report No	שנת ההופעה Year of Public.	מחיר Price
בי״ס המקצועי: תכנית הלימודים וצרכי המשק בענפי מסחר, בנקאות ומינהל מאת אסתר ניצן Vocational Schools: Relation of Curricula to Needs in the Fields of Commerce, Banking and Management by *Esther Nitzan*	489	142	1969	6.— ל״י $ 2.00
	489	142	1970	6.— ל״י $ 2.00
התפקיד והתכנית של גן לילדים טעוני טיפוח מאת ד״ר שרה סמילנסקי, פרופ׳ משה סמילנסקי (רק באנגלית) The Role and Program of a Kindergarten for Socially Disadvantaged Children by *Dr. Sarah Smilansky, Prof. Moshe Smilansky*	490		1969	2.— ל״י $ 0.75
השפעת גודל המשפחה, השכלת האב וארץ מוצא האב על כשרים קוגניטיביים והישגים בלימודים מאת פרופ׳ מ. סמילנסקי, י. ים (מאמר במגמות, כרך ט״ז, מס׳ 3) Influence of Family Size, Father's Education and Country of Origin on Cognitive Abilities and School Achievement by *Prof. M. Smilansky, J. Yam* **(Only in Hebrew)** **(Article Reporting the Results in MEGAMOT, Vol. XVI, No. 2)**	491	143	1969	
דו״ח התקדמות של מכון הנריאטה סאלד לשנים 1967—8 (רק באנגלית) Progress Report of the Henrietta Szold Institute Covering the Years 1967-8	492		1969	free
בניית מבחן לבדיקת כושר ציורי-חזותי מאת אסתר ניצן	493		1969	10.— ל״י $ 3.50
The Construction of a Visual-Figural Aptitude Test by *Esther Nitzan*	493		1969	10.— ל״י $ 3.50
השפעת אתנחתות של פעילות גופנית מאורגנת על הישגים בלימודים מאת ד״ר י. גוטמן, מוריאל אנסבכר The Influence of Regular Intervals of Organized Physical Exercise on School Academic Performance by *Dr. I. Guttman, Muriel Ansbacher* **(Only in Hebrew)** **(A Short English Summary Included)**	494	144	1969	4.50 ל״י $ 1.50
שכיחותם של אמצעי המחשה אור-קוליים בהוראה ועל השמוש בהם בבתי ספר על-יסודיים מאת רינה דורון A Survey of the Usage of Audio-Visual Aids in Secondary Schools by *Rina Doron* **(Only in Hebrew)** **(A Short English Summary Included)**	495	145	1970	3.— ל״י $ 1.00
תכניות טרום-מקצועיות על-יסודיות לנערים בעלי רמה נמוכה בהישגים לימודיים (בדיקת גישוש) מאת תמר הורוביץ, חוה פרנקל Non-Conventional Vocational Programs for Low Achieving Post Elementary School Students (A Pilot Study) by *Tamar Horowitz, Chava Frenkel* **(Only in Hebrew)** **(A Short English Summary Included)**	496	146	1970	*
דמיון ושוני בין כיתות טיפוליות לבין כיתות להוראה מתקנת מאת רינה דורון Similarities and Differences between Classes for Emotionally Disturbed Children (Treatment Classes) and Remedial Classes by *Rina Doron* **(Only in Hebrew)** **(A Short English Summary Included)**	497	147	1970	3.— ל״י $ 1.00

* Out of print

שם הדו"ח Name of Research Report	פרסום מס. Public No.	דו"ח מס. Report No.	שנת הופעה Year of Public	מחיר Price
בתי־הספר המקצועיים: התאמת תוכניות הלימודים לצרכי המשק בענף הכימיה מאת אסתר ניצן	498	148	1970	ל"י 6.— $ 2.—
Vocational Schools: Relation of Curricula to Needs in the Field of Chemistry by *Esther Nitzan*	498	148	1970	ל"י 6.— $ 2.—
יחסי שכנות [illegible] עולים (מחקר אנתרופולוגי־חברתי) מאת דנה שי מבוא ד"ר ש. א. דשן	499	149	1970	ל"י 6.— $ 2.—
Neighbourhood Relations in an Immigrant Quarter (A Social Anthropological Study) by *Donna Shai* foreword by *Dr. S.A. Deshen*	499	149	1970	ל"י 6.— $ 2.—
מחקר נסויי על השפעת הקבצת התלמידים (לפי רמת כישור) על ההתפתחות הקוגניטיבית והפסיכו־חברתית מאת ד. ויל, צ. גור	500	150	1970	ל"י 9.— $ 3.—
An Experimental Investigation of the Effects of Various Grouping Methods on the Cognitive and Psycho-Social Development of Elementary School Pupils. by *D. Weil, A. Geor*	500	150	1971	ל"י 9.— $ 3.—
יום לימודים ארוך (בדיקת השפעתה של תוספת שעות על הישגים, אישיות ומעמד חברתי של הילד) מאת ד. ויל, רות עשבי	501	151	1970	ל"י 9.— $ 3.—
The Long School-Day (The Effects on School Achievement, Personality and Social Relations of Added Hours of Instruction) by *D. Weil, Ruth Ashby*	501	151	1971	ל"י 9.— $ 3.—
Children and Families in Israel — Some Mental Health Perspectives (635 Pages)	502		1970	ל"י 35.00 $ 10.00
תכנון חברתי ומחקר — השתמעויות לשדה בריאות הנפש מאת ד"ר ח. רפפורט, ו. ידליצקי	503	152	1970	ל"י 3.50
Social Planning and Research — Some Implications for Mental Health by *Dr. Ch. Rapaport and W. Jedlicki* (An abridged form the report appears in "Children and Families in Israel — Some mental Health Perspectives")	503	152	1970	$ 1.50
תכנון ותיאום שירותים לטובת הילד והנוער — הרצאות בסימפוזיון שהתקיים במכון סאלד Planning and Coordination of Services for Children and Youth — Proceedings of a Symposium held at the Szold Institute **(Only in Hebrew)**	504		1970	ל"י 6.00 $ 2.00
מדדים להערכת הישגים לימודיים במקצוע ההיסטוריה מאת ד"ר א. לוי, חנה הורוביץ	505	153	1970	
A Model for Evaluation of Educational Achievements in History by *Dr. A. Lewy and Chana Horowitz*	505	153	1970	
דפוסי פעילות של חברים בוגרים בבית העם [illegible] מאת ד"ר ד. שחור, ס. ארד Activity Patterns of Adult Membership in a Community Center by *Dr. D. Shichor and S. Arad* **(Only in Hebrew)**	506	154	1970	

REPORT ON ACTIVITIES 1967–69

Was published under the supervision of
MARA KOCHBA

The reports on research projects were edited by
CAROL PINSKY (Tunis)

Proof Reading done by
RINA KRAUS

Photograph of The Ruth Bressler Center on Page 5 by
DAVID HARRIS

All other Photographs courtesy of
THE GOVERNMENT PRESS OFFICE PHOTOGRAPH
DEPARTMENT, TEL AVIV